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GUIDE BOOK TO CHILDHOOD

A HAND BOOK

**FOR MEMBERS OF THE
AMERICAN INSTITUTE OF CHILD LIFE**

PREPARED BY

WILLIAM BYRON FORBUSH, PH.D., LITT.D.

PRESIDENT OF THE INSTITUTE

**ASSISTED BY THE EXECUTIVE SECRETARIES, MEMBERS OF THE
ADMINISTRATIVE BOARD OF THE INSTITUTE AND
VARIOUS OTHER AUTHORITIES**

SECOND EDITION

**AMERICAN INSTITUTE OF CHILD LIFE
PHILADELPHIA**

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**"LET TRUE HANDS PASS ON
AN UNEXTINGUISHED TORCH FROM SIRE TO SON"**

AMERICAN INSTITUTE OF CHILD LIFE

AN ENDOWED CORPORATION CHARTERED UNDER THE LAWS OF THE
STATE OF PENNSYLVANIA AS AN EDUCATIONAL
INSTITUTION WITHOUT PROFIT

EFFICIENT PARENTHOOD:

TO INTERPRET THE BEST THAT IS KNOWN ABOUT CHILDREN TO THOSE WHO
LOVE AND CARE FOR THEM

EQUIPPED CHILDHOOD:

TO GIVE CHILDREN AND YOUNG PEOPLE AN APPRECIATION OF THE BEST
THINGS IN LIFE, AND TO EQUIP THEM WITH JUST THE RIGHT
MATERIAL FOR THEIR INDIVIDUAL NEEDS

FROM THE CHARTER:

"The purpose for which the Corporation is formed is to advise parents in regard to the mental training, moral guidance, health, recreation and amusements of children, by means of correspondence, the circulation of books, pamphlets, magazines, exhibits, lectures, etc., dealing with the problems of childhood and by means of child-study conferences and by supplying technically trained experts for mothers who desire assistance, by co-operating with local organizations which have to do with the welfare of children, and by such other similar means as will best promote the same end, and by similar means to educate children upon the same subjects, and to influence public opinion to support and sustain similar educational movements."

"The principal place of business of the Corporation is in the City of Philadelphia; its educational influences, however, through the means aforesaid, will extend throughout the United States."

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INTRODUCTION

We have called this book "Guide Book to Childhood" for two reasons.

The Institute itself is a guide to childhood; that is its function. The purpose of this book is to explain this function of the Institute in full.

In describing the varied service of the Institute, we find that we have compiled a volume of such scope and usefulness that it really is a guide book to childhood. Although arranged distinctly for the purpose of explaining the Institute, the parent may perhaps better realize how the book covers the whole problem of the home by thinking of its contents in the following order:

Suggestive questions (pp. 32-34) and topics (pp. 77-80) open up the real problems of the modern home;

The outline of the Survey of Child Life (pp. 34-73) contains a complete statement of the situation and needs of the home;

There is an account of the resources (pp. 12-13), the investigations (pp. 13, 14) and the work of the Institute (pp. 14, 15) in simplifying the results of study, by which it fully enables parents intelligently to solve these problems;

Then there are detailed statements as to the ways in which the Institute gives continuous, personal help in meeting the daily difficulties of home and child life. The Home Counsel Department (pp. 101-114), the "Uncle Nat" letters (pp. 115-118), the After School Club (p. 18), the list of books upon detailed problems (pp. 118-180), the annotated list of playthings and home occupations (pp. 182-219), and the description of the Child Life Chapters (pp. 93-98), all attack the problem on different sides, and, together, form a complete method of reinforcing efficient parenthood.

The uses of this book are manifold. It will reveal and make available to members the various resources of the Institute, and encourage them to utilize all their membership privileges. It will suggest to them literature, in books and pamphlets, which they need in their task. It will solve the question, with the least expense and trouble, of the out-of-school life, and especially of the play and home occupations of the children. It will furnish a guide for the intellectual and moral preparation for better service to their children. It will give directions for personal reading for study classes and themes for papers. It will, we trust, open up to parents and teachers the larger possibilities of child life, and inspire them to see and enter into the whole duty of the home and the school.

GUIDE TO THIS GUIDE BOOK

The wealth of material in this handbook is such that it seems worth while to set apart a page to show the busy parent how to avail himself of it quickly and intelligently.

In order to make the most of membership in the Institute, the reader should peruse carefully the pages 13 to 21, especially noting the Service to which the parents and children of the home are entitled, and dwelling upon the paragraph on page 21, entitled Summary of Privileges.

To meet the special problems of every day, turn to the list of monographs on pages 74 and 75 and find and send for the special pamphlets that you need. If you want to **find a special chapter** upon the subject in an authoritative book, turn to the reading lists on pages 77 to 92 and look up the reference there given. If you have time for **a whole book** on the subject, turn to Catalogue of Circulating Library books, pages 118 to 180 and under the proper classification find just what you want on child study, home occupations, story telling, games home training, etc.

For help in selecting playthings and home occupations, see the graded list which begins on page 182. Also turn to Section IX, on "Play and Games," and Section X, on "Home Crafts and Occupations," on pages 144 and 147 of the lists of books.

To find help in story telling, turn to the list of books on How to Tell Stories and Stories to Tell to Children, on pages 151 to 155.

For guides in home reading, turn to the programs beginning on page 76.

For help in forming Child Life Chapter, turn to the suggestions which begin on page 93.

To write Mrs. Grice, find full directions, with suggestions as to how other mothers have found help, on page 101.

For everything that you are in search of, turn to the general index at the end of the book, and you will find references under the title you have in mind.

How to know what you want. The Institute has many pamphlets and monographs on things in which you are interested. Find the list on pages 25 and 26 and write, asking for what you need.

FOR THE CHILDREN

How to write "Uncle Nat," page 115 and following.

How to enjoy the After School Club. See the description that begins on page 18.

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GUIDE BOOK TO CHILDHOOD

EFFICIENT PARENTHOOD AND EQUIPPED CHILDHOOD are the two goals of the Institute.

It is the one institution which exists for the *individual* parent. The National and State Departments of Education deal with school education, not with home education. The Federal Children's Bureau has to do so far with such problems as abnormal children, legitimacy and the larger social problems. No governmental or general agency could ever secure the confidence of individual parents, or be painstaking enough to meet their peculiar needs.

THE WORK OF THE INSTITUTE.

Just what, then, does the Institute do?

First, it simplifies and makes accessible the great distant sources of light and strength, such as books and the findings of learned societies and scholars, and uses this information, after learning the particular needs of the home, to give patient, confidential and sympathetic counsel *to parents*.

Second, it gives comradeship and help, especially in the out-of-school hours, *to children and young people*.

And it does these two things without duplicating any good work now being done by other institutions; but, so far as possible, by *co-operation* with these institutions.

The Institute is formative rather than reformatory. Its specialty is to come to the assistance of the home before it is baffled by untoward influences or has allowed its young people to be corrupted, and to help prevent situations that call for reformation. However, the Institute treats, in confidence and with discretion, cases that call for unusually delicate treatment, utilizing the reformatory forces when they are needed.

The Institute deals chiefly with normal children. It finds, though, that each normal child needs and deserves special study, and its aim is to help the home give to each of its children the particular care which shall bring out the best possibilities of character, culture and vocation. When abnormal or pathological conditions are reported, members are referred to appropriate literature or to recognized specialists.

The Institute works in and with the home. In insisting upon the home itself, and not any of its substitutes, as the best field and force for human nurture, it is in line with the oldest and best thinking of wise men. There are many organizations to-day, well-meant, well-planned and undoubtedly useful, that help children, but away from their homes. So far as the home goes, they are centrifugal. This child in the home, by suggesting activities which are so interesting that he cannot leave them. It increases the comradeship between parents and children, and helps the parent to know the child so well that he can do better for him in the home than any institution or society that works outside the home.

THE RESOURCES OF THE INSTITUTE.

The Institute has a large collection of books upon child nature and nurture, and many important and valuable pamphlets and fugitive articles. It purchases everything new that is of value. It has also an unexcelled series of bibliographies. With its access to the great libraries, laboratories and social institutions of the East, its investigators are enabled to come at once to the authorities. The Institute library receives regularly over a hundred periodicals that have some bearing upon child life and the home.

The Institute is also gathering fine collections of children's educational toys and handicraft materials, pictures for home and educational use, and artistic holiday cards and mottoes.

Carefully arranged and classified correspondence includes important information from authorities who have been consulted and from mothers and children, who reveal even more vividly the actual conditions and needs of American homes.

The chief resource of the Institute is its *Men and Women*. Work requiring such a delicate touch could not be supervised or conducted by mere psychological experts or as a business enterprise. Its coldness or insincerity would be at once exposed. Nearly all the leaders are parents. A fresh enthusiasm and reverence for their task inspires them constantly, and yet they demand of themselves in their writing and of each other, in their daily conferences, fidelity to the best that science has to teach about the laws and life of childhood, seasoned always with practical common sense.

The Institute is organized with the following workers:

THE PRESIDENT.

THE MANAGING DIRECTOR.

THE ADMINISTRATIVE BOARD.

THE EXECUTIVE SECRETARIES.

THE FIELD SECRETARIES.

THE LOCAL LIBRARIANS.

The President supervises the entire Service rendered by the Institute to the public.

The Managing Director is the business manager and executive of the Institute.

The Administrative Board, a group of twenty of the leading experts upon childhood in this country, is not a merely honorary board, but is consulted at every new step, and is called together each year to discuss the problems of the Institute.

The Executive Staff is a company of educated specialists who perform the varied Service which the Institute renders.

The Field Secretaries are a group of educators, most of whom have been school superintendents or teachers, who organize those interested in children in local communities and endeavor to bring to as many individual homes as possible the privileges of the Institute.

The Local Librarians receive and distribute in local communities the material furnished by the Institute, maintain a local depository and undertake to see that the individual members actually get the benefits which the Institute makes available.

PRIVILEGES OF MEMBERSHIP.

You desire of the Institute just one thing: Help in making your child a good, wise, strong and useful man or woman. How is the Institute going to do this?

(A) You engage our administrative board, executive officers and staff of secretaries (over one hundred people in all) to save your time and relieve your perplexities by telling you just what you wish to know about your children, and to afford your children the best equipment and influences for their play, study, culture and character development.

(B) The Institute in turn will send you and your children personal letters, books, pamphlets, devices for encouraging thrift, home reading, wholesome play and the living lovingly together of parents and children. You are to think of the Institute not as an organization, but as if it were a great, kindly and wise person who wishes to be to your home all that he can be without actually living in it.

(C) The Institute will appoint in your town a local Librarian who will do forwarding for you when desired, and who will endeavor to see that you get the full benefits of the Institute.

(D) You, on your part, will have just as many of the privileges as you avail yourself of. If you use what the Institute sends you, and if you appeal to the Institute for help, you will find that it is capable of being one of the most wholesome influences that reaches your home and children. You will wish to be a member as long as you have children in the home.

SERVICE FOR PARENTS.

I. INVESTIGATION.

(1) **Executive Secretaries.**—The Institute maintains for the service of its members a large staff of trained and experienced Secretaries (experts, university graduates, parents, friends) close to the great libraries and scholarly institutions, whose whole time is given to bringing the richest knowledge of Child Life to members.

(2) **Administrative Board.**—This staff is supported by a Board of twenty of the leading specialists of America, who work with the Institute and who are called upon constantly to consider its problems. The names of this Board are given on one of the opening pages of this book.

(3) **Affiliated Societies.**—The staff also co-operates with over fifty learned and philanthropic societies, of whose findings it is the Clearing House. A list of these societies is given on pages 23 and 24.

(4) **Counsel of Specialists.**—Besides these organized movements, the Institute feels free to turn to any individual authority in this country, and it has in its files letters of counsel from the strongest men and women, giving advice of inestimable value. In inaugurating its Home-making Circle of The After School Club, for example, the Institute was guided by the suggestions of Dr. Harvey W. Wiley, Mrs. Sarah Tyson Rorer and a dozen of the other best authorities upon domestic science in America.

(5) **Great Books Condensed.**—Much work is needed to condense and simplify the conclusions of Child Study specialists to the requirements of the average parent. Upon this task the literary staff of the Institute is now engaged. Much of this work is appearing in the *Survey of Child Life*, described below. But much of it is also being sent out by our secretaries in their personal correspondence with parents.

(6) **The Magazines Sifted.**—More of value upon home problems is being published to-day in the current magazines than in books. Here we find the freshest discoveries and the most practical details of the home arts. The Institute reviews or reprints each month in its *Magazine Bulletin* the best magazine articles bearing upon the study and training of children. The list of these magazines is given on pages 27 and 28.

(7) **Libraries Analyzed.**—The Institute has prepared and annually revises the most completely arranged and annotated list of books for parents and teachers. This list is given beginning with page —.

(8) **Playthings and Home Occupations Studied.**—Likewise, the Institute has prepared and keeps in constant revision graded and annotated lists of the home-made and store-made materials for children's play and home occupations. This list, which is given beginning upon page —, is the first of the kind that has ever been compiled.

(9) **Story-telling and Picture-study Guided.**—The Institute has made a fresh study of story-telling and furnishes its members the most complete list ever made of good stories, with their sources. A similar study has been made of the use of good pictures in the home. The Institute has a leaflet for mothers upon this subject, and is preparing sets of pictures of artistic value and proved interest to children.

II. CONFIDENTIAL COUNSEL.

From its storehouse of information the Institute sends its members not merely printed information, but private letters in answer to

particular questions as to child life and training. This correspondence is directed by Mrs. Mary V. Grice, former Secretary of the National Congress of Mothers and Founder of the Home and School Leagues.

III. READY REFERENCE.

(1) **Parents' Questions Indexed.**—In this Guide Book, both in the lists of questions on pages 32 to 34, and in the topics on pages 76 to 91, parental problems are tabulated for ready reference. The indexes on pages 74 and 75, and at the end of the book, also place these questions within instant reach.

(2) **Answers Ready.**—More to the point, the answers are given to these questions. Much of the material published in books is too long and difficult for the busy parent. The Institute is preparing a summary of all our knowledge of childhood. It will not be a book, but a tool. As it is to be in perpetual process of revision and improvement, it will be issued in separate pamphlet chapters, suitable for insertion in pamphlet binders. Members will receive as issued the chapters which deal with the individual ages represented in the home. A full description of the inception, method of preparation and contents of this epoch-making SURVEY OF CHILD LIFE is given, beginning upon page 30; the full contents are outlined beginning at page 34, and the Survey is indexed at page 74.

(3) **Everything Compactly Accessible.**—The Institute, having adapted the right material to the right mother, also provides as one of its practical utilities a patent binder, so that pamphlets and other printed matter sent out from month to month may be kept in convenient and accessible shape. The family is started with one binder, which will hold about five hundred pages of material. Additional binders will be supplied without cost as required. Within a few months' time the member will have a most interesting and valuable collection of material regarding childhood and problems of parents. To this the mother may continually make pamphlet and scrap-book additions of her own, thus becoming co-editor of the series.

(4) **Guide-lists to Simplify Reading.**—In following up special topics, the mother is often too busy to look up just where to find things. The Institute has made this knowledge available by the reading lists on pages 76 to 92, by means of which the reader may turn at once to the very page-reference which she wants.

(5) **Study Topics for Mothers' Clubs.**—In these same lists and in the outline of the Survey (pages 30 to 75) is given the most elaborate and carefully arranged study-scheme ever printed for a mothers' class or club or Sunday School class. There will be found (page 96) a constitution and directions for forming such a club or class.

(6) **The Mothers' Book.**—In searching for some one book which should be a sort of mothers' compendium, pending the complete publication of the Survey, the Institute has selected "The Mothers' Book," prepared by Mrs. Caroline Benedict Burrell, pub-

lished by a New York house, and it presents this to its members. Its Chart of Child Development, its suggestions about home training and its hints on character-building cause this to be the one most helpful book for this purpose now available. The Institute has no publishing interests, and it is always glad to call the attention of its members to material of value from whatever source.

(7) **Relation to the Service for the Children.**—One of the most wholesome features of the Institute's help is the way it draws parents and children together. As you will see on the 20th page, there is a device by which the parent's thrift and the child's thrift become jointly effective. If anything appears in "Uncle Nat's" correspondence with your child that will help you understand that child, be sure that "Uncle Nat" will let you know. On the other hand, "Uncle Nat's" suggestions for your children's play and work and plans will be of direct aid and reinforcement to you. Your "Children's Hour" will be richer because of his unseen presence, and many of your proposed expenditures for the entertainment of the children will prove unnecessary, because he has suggested something that costs nothing and is more wholesome.

IV. ECONOMY.

(1) **Efficient Parenthood Is Itself an Economy.**—It always *pays* to do work *well*. The one profession that has never specialized and that has no schools and courses of instruction is the most important of all, and the Institute in standing as it does, as the only one for the individual parent, is an economy to the nation, and even more to the home which it helps to establish in intelligence and effectiveness. A good work demands good tools. The man has his stenographer and typewriter. The woman even has her vacuum cleaner. The mother demands and needs more than either. *The Institute is the tool of motherhood.*

(2) **Books Loaned Free of Cost.**—The Institute keeps in constant circulation a definite collection of the most generally useful and popular books in this field, numbering over three hundred volumes on Psychology, Child Training, Kindergartening, Boys' and Girls' Organizations, Crafts and Sports, and Home Entertainments. Here is a great variety of volumes in which the child world is portrayed by rare men and women. There are studies in child life and character, discussions of children's rights, school life, occupations, amusements, traits, sayings and doings, books of nursery logic, personal narrative, sensible comment and practical handling of questions and methods of discipline, government, character training, the "gang phase," etc. The catalogue of this library is given on pp. —. The Institute will be glad to purchase and loan, without cost, any other book in this great field which members may desire to read. Volumes are selected for individual needs and sent postpaid to any member with the understanding that at the end of four weeks the volume will be returned in the same way, or it may be turned over to the Local Librarian, who will forward it with other volumes without expense to member.

By this means the members have free access to books of inestimable worth which are not found in the local library, and some of which are seldom in even the great city and college libraries.

(3) **All the Child Magazines in One.**—Parents who wish to follow the latest thought on home life, child study, education, domestic social problems, will appreciate the *Magazine Bulletin*, which condenses one hundred magazines into one. There is no other publication like this.

(4) **Information and Price-Saving on Books, Gifts, Playthings.**—Full and impartial information and advice upon request, regarding books, toys, tools, games, music or other appliances for the culture, amusement, recreation or handicraft of children and young people. Whenever desired, the Institute will act as your purchasing agent for such equipment, usually effecting a substantial saving, and arranging to have material sent on approval where possible.

(5) **Thrift Taught to the Children.**—By means of the partnership bank and the bank book, explained on page 20, the child is not only taught to be thrifty, but he becomes thrifty *with* the parent, and sometimes, by eager competition, with his brothers and sisters. You begin to save with the children, instead of for them. And the whole work of the Institute with the children, through the "Uncle Nat" letters, the printed material and the lists in this Guide Book, is toward making their thrift, not miserly, but educative and for things worth while.

(6) **Home-made Instead of Store-made Pleasures.**—Especially will the play, handicraft and vocational circles of The After School Club, explained on pages 18 and 19, and the List of Toys on pages — to — tend to make them realize the greater joys that await those who love to see what they can make which money cannot buy.

(7) **Saving of Time and Strength.**—In thus solving the problems of after school and in placing necessary information within reach, the membership may well be regarded as a profit, not an expense.

SERVICE FOR CHILDREN AND YOUNG PEOPLE.

The children and young people of the family will have the following privileges:

I. "UNCLE NAT."

"Uncle Nat," the great friend of childhood, comes into direct communication with every one of his comrades in The After School Club.

(1) **"Uncle Nat's" Letters.**—Each child in the family (not to exceed four) has the privilege of personal correspondence with "Uncle Nat." "Uncle Nat" will write an interesting letter each month to each child member over two years of age, and he will *reply* promptly to *all* letters received from children and young people. He will work with

the children as a comrade in play, handicraft, out-door activities, nature study, mechanical or scientific investigation, any line of study of vocational pursuit, or any interest that the child presents. This is the most distinctive feature of the Institute, with the exception of the "Survey," referred to on page 15, and is the most interesting and valuable feature when there are children between three and eighteen years of age. "Uncle Nat's" letters are described in detail, beginning with page 115.

(2) **Uncle Nat's Talks.**—Supplementing his personal letters and making more definite the privileges of The After School Club, Uncle Nat has in preparation a series of practical leaflets for his child friends of every age. There are some upon useful topics, such as "How to Give a Party," "How to Have a Club," "How to Read," etc. Others will deal with such subjects as "How to Know Yourself," "Table Talk," etc. Some are already published upon these topics: "How a Child Can Earn Money," "The Child Who Doesn't Like Books," "Boys' and Girls' Clubs," "Happy Sundays," "Athletics for Girls."

These are sent as they may seem to Uncle Nat to be helpful, or as they may be asked for by the parent of the child.

II. MEMBERSHIP IN THE AFTER SCHOOL CLUB.

(1) The great purpose of The After School Club is to fill all the out-of-school hours of every child wholesomely. If it can do this, it will be solving one of the greatest problems in the world. While the activities of the Club are instructive, they are in no sense a duplicate of school work. Each child enters the Club as an individual and receives personal attention according to his interests and desires. There have also been gradually growing up within the Club certain inner circles, graded by age and following out co-operatively all the varied interests of childhood. These circles work together in play, home-making, handicraft, reading, out-door and nature activities, art, music, courtesy and character-building and vocation-study. Each member has the privilege of carrying out a pleasant course of activity in his chosen line. These activities are directed by experts; the child's tasks are supervised and if desired criticised; and he has the opportunity to exchange his collections or products with other youthful members. Each child chooses his own circle and moves freely as he will from one circle to another. The Club is not an addition to the many Clubs already existing for young people; it is a help to make all good clubs more fruitful. It is better than all outside clubs because it is *in* the home, *for* the home, and *for* parents and children together.

(2) The two younger sections of the Club are in charge of "Uncle Nat" as Comrade-Captain. The third section is under the leadership of Dr. William Byron Forbush, President of the American Institute of Child Life.

(3) All material and equipment needed by any section or Circle is furnished freely to members of The After School Club.

(4) There is a Club Exchange for the inter-correspondence of members, the exchange of curios, collections, drawings, working plans, etc.

(5) Each Circle has its own colors, yell, motto and letter-paper.

(6) There are degrees or ranks, which are earned by special talent or by fidelity—usually in the form of definite number of hours of endeavor. The accomplishment of each degree is attested by parent or teacher, and there are special certificates and ribbons for such promotion.

(7) Badges of honor are conferred for special distinction in the work of the Circles.

(8) Awards. Prizes, cash, and definite payment for fine material or ideas contributed to the Circles, are given by the Club. Young people may also, if their parents are willing, correspond with selected child members at a distance. These letters, boys with boys and girls with girls, often open up delightful friendships and prove most educative.

III. INFORMATION.

(1) **Handbook.**—A large book is now in preparation, helping the child to find everything which The After School Club has for him. It will contain a full account of Uncle Nat and his works and ways; it will describe in full The After School Club; it will give a full description of each circle, including all the requirements for membership and advancement, with pictures of actual child members; it will give a revised and annotated catalogue of a selection of hundreds of the best books for children and young people; it will give an illustrated and annotated list of the best pictures for children; it will describe the Club's banking system; it will tell all about the system of exchange. Everything will be easily found, and the book will be most fascinating to young people.

(2) **Children's Book News.**—Further, in order that the very latest books may be brought to the attention of the home, the Institute will issue from time to time Bulletins of *new* children's books. "Juvenile books are better than formerly." "The output of juvenile books is steadily deteriorating." These two statements are not so paradoxical as they seem. The *best* of the new books for young readers are better than most of the older acceptable ones. Enlarged understanding of the working of the child's mind and the increased attention to the satisfying of the child's needs have resulted in more wholesome and attractive material in this field. However, in looking over the mass of books thrown from the press each year, one must be impressed with the low standards—or no standards—and poor contents of the vast majority of them. It is impossible to judge of the desirability or suitability of a book from the appearance, or its price, or even from the standing of its publishers. It is impracticable for busy parents to examine each offering, and they must seek competent counsel. Hence the value of an impartial committee which is in extensive touch with child life and interests, actuated only by educational spirit and ethical ideals, and whose members are devoting their time and study to the examination of new books for children.

(3) **Children's Library-building.**—The Institute believes strongly that the *owning* of books is just as important as reading them, and that no child can begin too early the habit of gathering a collection of his own. The "Uncle Nat" correspondence constantly leads to the desire to examine or read books upon many interesting topics. "Uncle Nat" will, at any time, at the request of any member, select *from the realm of English and American Books*, what he considers the most suitable one upon any subject, and will send this volume, prepaid, with a letter of appreciation and comment. This book may be examined for a week and returned, or may be retained and purchased at a discount of 20 per cent. from the regular retail price. Almost any book published may be thus obtained, but the discount will not always be the same in the case of educational, professional and scientific books. This privilege meets the difficulty which many feel in ordering books from catalogues and reviews. There is, of course, no obligation to purchase any given book.

(4) **Two Gift Books.**—As a contribution toward this juvenile bookshelf, the Institute presents two recent and important books. The Institute has no publishing interests, and these volumes may be selected by the members themselves from large and approved lists of the very best books published. The Institute is glad to recommend and advise, and it accepts the responsibility of making the choice when requested to do so.

(5) **Traveling Collections.**—The Institute is gathering and preparing collections in Mineralogy, Fossils, Stamps, Coins, Pictures and Stereographs, with microscopes, stereoscopes and other needed apparatus, which it is sending to its Local Librarian from time to time for circulation among its juvenile members and, under certain conditions, to individual homes. All these collections are educational in character and are accompanied by explanatory books or leaflets. The Institute is especially desirous of bringing them to the attention of boys and girls who manifest by their inquiries that they are interested in scientific subjects. They will be of vast help also to parents who desire to study or keep pace with their children, and to school teachers and Sunday school workers. Some of these collections may be furnished to juvenile members in place of the gift books, if they so desire, and all of them are purchasable, usually at considerable reductions from prices to be obtained elsewhere.

(6) **Other Helpful Devices.**—In order to encourage the children to save money for things worth while and as an ingenious symbol of fellowship in thrift, each family will receive a glass bank, devised by the Managing Director of the Institute, with two compartments,—one for parents and the other for the little men and women. Parents are thus offered an easy method of accumulating the small monthly dues, while the children are encouraged to emulate them and engage in systematic saving for the purpose of aiding in their own enjoyment and self-improvement.

To carry the example of thrift a little further, a bank book (our own device) is given to each child in the family. This bank book, with its printed form of account and its plan for systematic saving and

thoughtful spending, is one of the most practical of the many unique features of the Institute.

In order to make the correspondence more intimate with "Uncle Nat" and to help in making it uplifting, Birthday and Holiday Letters and unique and memorable character-building mottoes, in artistic setting, will be sent to become the permanent property of the children.

(7) **Librarian Service for Children.**—Often the children, in the course of their correspondence with "Uncle Nat," will think of something they wish to send him: their drawings or handicraft, specimens, coins or stamps, photographs. These may be taken to the Local Librarian and, if of reasonable size and weight, will be forwarded to "Uncle Nat," by express service, and returned without expense.

SUMMARY OF PRIVILEGES.

What Family Members Receive at Once.—Members' Guide-book to Childhood, the first pamphlet chapters of the "Survey" that you need, the Binder which will fit your pamphlets and your *Magazine Bulletins*, the Catalogue of the Best Books for Children, some useful Monographs published by the affiliated organizations, the Mothers' Notebook, the partnership Bank and Bank book, Mottoes and Pictures and all the material for the children.

What You Will Receive Monthly.—The *Magazine Bulletin*, a letter from Mrs. Grice and letters from "Uncle Nat" to the children, additional pamphlets and portions of the "Survey"; and books from the Circulating Library, as desired.

What You May Receive Weekly.—Just as soon as you write, the Mother's Counsel Section will answer you with personal, confidential correspondence, to meet your needs, and the children will hear from "Uncle Nat" as often as they write him.

What You May Receive Daily.—The inspiration of the Institute and the stay of its support, guided daily readings, helpful devices for the play and work of the children, knowledge to meet the perplexing problems of the home as they arise.

SERVICE FOR TEACHERS.

(1) **Investigation.**—The same Executive Staff will make investigations in the broad field of education for teachers. The Administrative Board includes some of the leading educators in America. Through affiliation with the national educational bodies and from the current pedagogical literature the Institute will be able to meet any problem of school life.

(2) **Counsel.**—The Executive Staff includes several experienced school superintendents and teachers, and no problem is so delicate or difficult that it may not be presented by any member in entire confidence.

(3) **Affiliated Organizations.**—As has been said, the Institute relates itself to the chief educational bodies, and is personally represented at the principal conventions.

(4) **Literature.**—Teachers have the benefit of a specially selected Teachers' Circulating Library, containing all the important books respecting childhood. Volumes are selected for individual needs and delivered without charge to any member, with the understanding that, at the end of four weeks, the volumes will be returned through the monthly forwarding service.

Each member will be furnished a subscription to the *Monthly Magazine Bulletin*, which is the review of reviews of recent literature upon childhood.

The Institute will provide each teacher with "*The Survey of Child Life*," as described above, furnishing patent binders for the compilation and preservation of the material as issued.

The Helpful Programs to Guide Reading will be furnished teachers, so as to give them an immediate index to what they want, and help them in consecutive reading, either alone or in Child Life Chapters.

(5) **Fellowship.**—Read what is said about this under "Service for Social Workers."

(6) **Other Departments.**—Teachers are entitled to the counsel furnished by all the other departments of the Institute.

SERVICE FOR CLERGYMEN.

Most clergymen are parents, so they are especially interested in the Service rendered in the Department of Home Counsel, to which they are entitled. Even when they are not parents, they are interested in parental problems and childhood activities, concerning which they are constantly being approached for advice. Such wisdom as they need for this sacred duty the Institute is ready to furnish them. The Institute is prepared also to give impartial and expert help as to the social and religious organizations of the young in the churches. In addition, the clergyman is a social worker, and in connection with conventions, programs and papers, social organizations in the community and the larger social problems of the home, he often desires knowledge, which to his busy life by our Service, becomes a godsend. The Service rendered by the Institute is unsectarian.

SERVICE FOR SOCIAL WORKERS.

The Institute can be very helpful to those who are working in child-helping societies of any sort, social settlements, libraries, playgrounds, mothers' clubs, boys' clubs, girls' clubs, story hours, etc. This Service is rendered in the same departments and of the same grade as those already mentioned.

The special appeal of this Section to the busy worker is in the way of help in solving special social problems, in preparing papers and programs, in getting up public meetings and conventions, in organizing public movements, and in influencing public opinion.

AFFILIATION WITH OTHER ORGANIZATIONS.

The following are some of the societies concerned with childhood from which the Institute continually draws counsel and help, and with which it is working in sympathetic co-operation. Therefore, mothers who are members of our organization enjoy, through our "Clearing House," the privilege, in effect, of membership in all of these organizations.

The people who attend conventions and conferences on the child are a very small proportion of those who are doing the work in the home. It is just this *direct personal touch with the home* that is the vitally significant factor in the Institute movement.

EUGENICS.

Eugenics Record Office, Cold Spring Harbor, L. I., New York.

HOME LIFE.

The International Congress for Home Education.

CHILD STUDY.

Clark University.

The National Association for the Study and Education of Exceptional Children.

The School of Mothercraft, New York.

Columbia University, Teachers' College.

The Federation for Child Study, New York.

The University of Pennsylvania, Psychological Laboratory.

The Froebel Society (England).

PHYSICAL PROBLEMS.

The American School Hygiene Association.

The American Association for the Study and Prevention of Infant Mortality.

The Department of Child Hygiene, Russell Sage Foundation.

The Health-Education League.

The National Anti-Cigarette League.

The National Woman's Christian Temperance Union.

The American Physical Education Association.

SEX HYGIENE AND INSTRUCTION.

The American Federation for Sex Hygiene.

The Society of Sanitary and Moral Prophylaxis.

EDUCATIONAL PROBLEMS.

The United States Bureau of Education.

The National Society for the Promotion of Industrial Education.

The National Education Association.

The Parents' National Educational Union (England).

The Philadelphia League of Home and School Associations.

The University of Wisconsin.

PLAY AND GAMES.

The Playground and Recreation Association of America.

The House of Childhood.

The Division of Recreation, Russell Sage Foundation.

GUIDE BOOK TO CHILDHOOD.

BOOKS AND STORY-TELLING.

The American Library Association.
The National Story-tellers' League.

NATURE STUDY.

The National Association of Audobon Societies.
The Agassiz Association.

ART, MUSIC AND DRAMA.

The National League of Handicraft Societies.
The Drama League.
The American Pageantry Association.

VOCATION.

The Vocation Bureau, Boston.
The Central Committee on Vocational Guidance, New York.

SOCIAL PROBLEMS.

The Woman's Educational and Industrial Union, Boston.
The American Academy of Political and Social Science.
The American Civic League.
The American Institute of Social Service.
The Chicago School of Civics and Philanthropy.
The National Child Labor Committee.
The National Municipal League.
The National League of Women Workers.
The Federal Council of the Churches of Christ in America.
The New York School of Philanthropy.
The Philadelphia Training School for Social Work.

NEGLECTED CHILDREN.

The United States Children's Bureau, Washington.
The New York Society for the Prevention of Cruelty to Children.
The Philadelphia Society for the Protection of Children from Cruelty.
The Big Brothers Movement.
The Children's Happy Evenings Association (England).

DELINQUENT CHILDREN.

The George Junior Republic Association.
The International Children's Farm School League.
The Department of Child-helping, Russell Sage Foundation.

BOYS' AND GIRLS' CLUB.

The Boy Scouts of America.
The Camp Fire Girls.
The Knights of King Arthur.
The Federated Boys' Clubs.

MORAL AND RELIGIOUS TRAINING.

The Religious Education Association.
The International Sunday School Association.
The International Congress of Moral Education.
The International Y. M. C. A.
The International Y. W. C. A.
The University of Chicago.

THE MONOGRAPHS.

In addition to the monographs which constitute the "*Survey of Child Life*," the Institute has a large collection of special leaflets, issued either by the Institute or other organizations, which are sent to whom they would seem to have particular appeal, and any of which may be obtained by our members upon application. A partial list follows.

Nothing is more evanescent than a pamphlet. Even Government publications are constantly getting out of print. Many very valuable publications are issued in small quantities by the universities and are not reprinted. When a valuable number desired by a group of our members is out of print, the Institute usually either secures permission to reprint it itself or sets to work to prepare something better upon the same topic.

PARENTHOOD.

Singing Mothers.
A Plea for Fatherhood.
The Fussy Mother.

EUGENICS.

Sacredness and Responsibility of Motherhood.
A Better Crop of Boys and Girls.

HOME LIFE.

Outline Lessons in Housekeeping.
Occupations for the Child in the Home.
Happy Sundays for Children.
Ways in Which Children Can Earn Money.
Training the Boy to Work.
Teaching the Boy to Save.
Training the Girl to Help in the Home.
The Social Center and the Farmer's Home.
How a City Family Manages a Farm.
What Bad Housing Means.
Modern Conveniences for the Farmhouse.

CHILD STUDY.

The Problem of the Exceptional Child.

PHYSICAL PROBLEMS.

The Cigarette—Smoking Boy.
Proper Diet for Children Under Five Years.
The School Luncheon Problem.
Athletics for Girls.
What Children Should Eat.

SEX HYGIENE AND INSTRUCTION.

How to Tell the Truth of the Origin of Life.
The Beginning of Life.

EDUCATIONAL PROBLEMS.

"Start with the Cradle."
 How Can the Home and School Get Into Closer Relation?
 Influence of Manual Training on Character.
 The Scrap Book as an Educator.
 The Montessori System of Education.
 Home and School Associations.
 Education for Country Life.
 The School Garden.
 The Country School of To-morrow.

PLAY AND GAMES.

Getting Together in Play.
 Why Teach a Child to Play?
 The Doctrine of "Hands Off" in Play.
 Why We Want Playgrounds.
 Report on Folk Dancing.
 Play and Playgrounds.
 Leisure Time.

FESTIVALS.

A Saner Fourth.
 Arbor Day, Its Origin and Significance.
 May Day Celebrations.

BOOKS AND STORY-TELLING.

The Child Who Does Not Like Books.
 Two Hundred Selected Books.
 A Renaissance in Story-telling.

NATURE.

Forestry in Nature Study.
 Plants Useful to Attract Birds.
 Directions for Collecting.
 Home Vegetable Gardens.
 Testing Farm Seeds in the Home.
 Winter Feeding of Wild Birds.

ART, MUSIC AND DRAMA.

The Value of Music in the Development of the Child.
 The Home as the Basis of Public School Art.

VOCATION.

Assisting the Boy in the Choice of a Vocation.
 Vocational Guidance.
 Vocations for Boys (Machinist, Architect, Grocer, etc.).
 Vocations for Girls (Stenography, Millinery, Telephone, etc.).
 Educational Status of Nursing.

BOYS' AND GIRLS' CLUBS.

Boys and Girls' Clubs.
 What Is the Best Organization for the Boys of Your Church?
 The Choice of Social Companionship for the Young.
 Why Children's Clubs Are Helpful.
 A Rural Experiment.
 Boys and Girls' Agricultural Clubs.

MORAL AND RELIGIOUS TRAINING.

Maxims of Home Discipline.
 Disciplining Children.
 The Development of Initiative and Responsibility.
 The Individuality of Children.
 Can Virtue Be Taught?
 The Country Community.
 Teaching Obedience.
 The Youngest Virtues.
 Virtues that Should be Inculcated Between Ten and Twelve.
 The Obstinate Child.
 The Punishment that Educates.
 The City and the Child.
 The Confessions of a Mother.
 Ethics in School.
 Religious Opportunity in Country Towns.
 The Union School of Religion.

THE MONTHLY MAGAZINE.

The Institute will, in the near future, establish a monthly magazine to be called *Child Life*, which will be the Review of Reviews of childhood. For the present the Institute will use the *Magazine Bulletin*, which for the last three years has been such a successful feature of the membership Service given by THE AFTER SCHOOL CLUB OF AMERICA.

With the co-operation of the various magazine editors, and through the work of a staff of readers, and finally by means of the critical reading and judgment of the Editor, there is extracted for the benefit of members, the best thought on the Child, the School and the Home from the following magazines, numbering about one hundred.

CHILDREN'S MAGAZINES.

| | |
|--------------------------|-----------------------|
| American Boy | Newsboy's Magazine |
| Boys' Magazine | Our Boys |
| Boy Life | Our Junior Citizens |
| Children's Magazine | St. Nicholas |
| Children's Star Magazine | The Boys' World |
| Cassell's Little Folks | Uncle Remus' Magazine |
| Little Folks | Youth's Companion |
| Little Chronicle | Youth's World |

CHILD STUDY AND MOTHERS' MAGAZINES.

| | |
|-----------------------|----------------------|
| American Motherhood | Kindergarten Review |
| Child Welfare | Baby Magazine |
| Child Study (English) | Mother's Magazine |
| Home Progress | Pedagogical Seminary |
| Kindergarten Magazine | The Child (English) |

EDUCATIONAL MAGAZINES.

| | |
|-----------------------------------|--------------------|
| American Primary Teacher | Primary Education |
| American Journal of Education | School and Home |
| Educational Foundations | School Arts Book |
| Educational Review | School Journal |
| Education | School Review |
| Home and School | The Teacher |
| Journal of Education | Teacher's Magazine |
| Journal of Educational Psychology | |

SPECIAL PERIODICALS.

| | |
|--------------------------|---------------------|
| Association Boys | Musical Observer |
| Bird Lore | Nature Magazine |
| Craftsman | Popular Electricity |
| Christian Endeavor World | Popular Mechanics |
| Catholic World | Religious Education |
| Etude | Rural Manhood |
| Guide to Nature | Sunday School Times |
| Juvenile Court Record | Technical World |
| Manual Training Magazine | Work With Boys |

GENERAL MAGAZINES AND PERIODICALS.

| | |
|---------------------------|-------------------------|
| American Magazine | McClure's |
| Ainslee's Magazine | North American Review |
| Atlantic Monthly | New England Magazine |
| Christian Science Monitor | Nineteenth Century |
| Chautauquan | National Magazine |
| Canadian Magazine | Outing |
| Century Magazine | Outlook |
| Collier's Weekly | Opportunity Magazine |
| Current Opinion | Popular Science Monthly |
| Delineator | Pearson's |
| Everybody's | Pictorial Review |
| Forum | Review of Reviews |
| Forerunner | Survey |
| Good Housekeeping | Suburban Life |
| Harper's Magazine | Scribner's |
| Harper's Bazar | Twentieth Century |
| Human Life | Woman's Home Companion |
| Ladies' Home Journal | World's Chronicle |
| Lippincott's | |

THE SUPPORT AND MEMBERSHIP OF THE INSTITUTE.

The Institute has a small endowment. It will derive its support largely from membership fees and voluntary gifts. There are no shares of stock nor profit sharing. All profits, if there be any, will go to the extension of the work.

Memberships are of three classes.

Regular memberships are for a limited but extendable term, and entitle those thus enrolled to the Service of the Institute so long as they continue.

Life memberships entitle those who hold them to the Service of the Institute during the life of the person or persons designated.

Contributing memberships entitle the holders to special limited Service of the Institute.

The service of the Institute is a mutual one. Parents who are members, whether they intend to do so or not, are continually adding to the efficiency of the work. The collection which the Institute has made of the real problems of real parents has enabled it to furnish, as printed herewith, the most practical guide to mothers' reading which has yet been possible. The facts which appear in the correspondence with mothers with the Home Counsel Department suggest the subjects for our monographs and the choice of books for our circulating library. The news which comes to us both from these letters and from the reports of our Field Secretaries in various parts of the country familiarize us with the current movements of American home life. Oftentimes devices and plans actually used in the homes of our members are communicated to us, and some of the monographs which the Institute circulates are written by its parent-members. The Field Secretaries, too, are constantly moving among mothers' clubs, and from these helpful suggestions continually pour in, to enrich programs and strengthen the work of other clubs everywhere.

These are the ways in which the Institute is working at present. It desires to know any ways that may be better, and it will be glad to discard those that do not produce good results. The Institute is not bound to any plan, any book, any publishing interest. It has no pet project, no financial scheme. It simply desires to be of genuine service, and to as many parents and young people as possible. It measures its success by the number of members who are helped enough by its Service to continue to want its benefits.

Most of these plans have been in successful operation long enough for their value and general efficiency to have been tested and proved.

The scope of the plan is such that it is believed the Institute will mean as much to the *individual* parenthood of America as the Children's Bureau at Washington hopes to be to the *collective* parenthood. The Institute will not attempt the social interests of the Bureau. The Bureau cannot undertake the personal endeavors of the Institute.

OUTLINE OF THE SURVEY OF CHILD LIFE

The Department of Investigation of the Institute is steadily at work upon a series intended as a foundational basis for its work. "*The Survey of Child Life*" is to be a summary of the best that is known about childhood, from the greatest authorities, put in such form that the ordinary mother or teacher may understand and use. This "Survey" is not a book or set of books, it is rather a tool-chest. It is a collection of pamphlet studies of child life and child problems which we are continually making. The Institute selects from the tool-chest just the implements which each individual mother-artist needs to employ. What is sent Mrs. Brown is different from what is sent her neighbor, Mrs. Green. The subjects of these studies were nearly all suggested by actual conversations or by actual letters in which distressed mothers told us what were their trials or problems.

The method of preparation has been as follows. After the series was contemplated the whole plan was laid before President G. Stanley Hall, of Clark University, the father of child study, and an outline for the projected resumé was prepared by his literary assistant, Amy E. Tanner, Ph.D., under his supervision and revision. Independently, an experienced literary worker and teacher, a graduate of Teachers' College, was given a year for the purpose of reading, outlining and condensing the greatest books on the subject, so as to have the sources available for the next step in the work. The Tanner outline was then subjected to the scrutiny of the Administrative Board of the Institute and to a number of well-known writers in the field of child life, and was thoroughly re-arranged and revised in accordance with the best counsel, especially upon the basis of the actual needs of mothers as revealed by our correspondence with them. The actual work of interpretation was then begun by the President of the Institute, who is regarded as the chief authority in America upon the problems of boy life, and who at this juncture assumed the headship of the Institute. Obscure articles in magazines and learned publications have been hunted up, and it is believed that the literary staff of the Institute has lost sight of no important source.

At first it was planned that the monographs would be written by as many different authorities, condensing the substance of their books into pamphlets. Several monographs have thus been specially written for us. It was soon realized, however, that the series would then exhibit many literary styles and a great difference of quality as regards simplicity and clearness. It was found more practical and satisfactory to have childhood and child study lore, consisting of books, pamphlets and magazine articles, sifted by the Institute's own Editorial Board; and then to have President Forbush survey the field, pointing out the things of greatest value, extracting here, condensing there, and finally creating both an index to and a digest of all that is of pre-eminent value to parents. Sometimes special pamphlets already

published, whose circulation and success indicate that they exactly meet the need which their topics imply, are used, by permission, in their entirety. The work of the Institute being continuous, the making of the "Survey" is to be continuous and probably perpetual. In other words, it is always complete, but never finished.

The Survey will eventually afford a summary of all our knowledge of normal child psychology and education, arranged progressively so as to study at each period the whole child, and not sections of the child.

Conceivably, articles will be superseded, and material will all the time be added. For this reason, since the "Survey" is not a book but a tool, the collection is to be assembled in loose-leaf binders. At the beginning of membership, each member will receive the monographs which reach the problems of the age of his own child or children. In his own use the member may remove and use the separate monographs in the home, in the mothers' club or the study class.

The "Survey" as it reaches the individual member is co-operative. The Institute instructs as to the way to add clippings, references and indexed material from the member's own reading. Anything which does not harmonize with the parents' philosophy of life can be rejected by that family and not included in *their* "Survey." The magazine, *Child Life*, will be printed on leaves of the same size as those of the "Survey" and thus becomes integral with it. Each member is thus creating a "Survey" of her own, of unique value and particular usefulness.

When new needs arise, the Institute chooses from its treasure what will meet those new needs. Suitable or desirable chapters of the "Survey" are supplied to members as issued.

This Outline is printed here so that members may understand the scope of the work in preparation, and so that they may know some of the topics to be discussed in the monographs that will apply to their children and individual home problems. This list is tentative and incomplete. The full Survey will probably include 250 titles. There will also be supplementary monographs which will be supplied to members upon request.

The Outline will be of exceedingly great value to those who are making original studies of childhood, either alone or in clubs or classes. It will suggest the gathering of books for this purpose. Lists of such books are printed at the end of each monograph, and these books will be loaned upon application.

Pending the completion of the careful studies that are being made by the literary workers of the Institute, valuable papers already in print from other sources are supplied. Some of these are mentioned below. Among the authors represented in the authorship of these monographs are the following: Madame Maria Montessori, Henry Turner Bailey, William A. McKeever, Dr. Winfield S. Hall, Dr. L. F. Barker, Joseph Lee, Anna Tolman Smith, Edgar J. Ward, Maxmillian P. E. Groszmann, Luther H. Gulick, E. W. Weaver, Felix Adler, Charlotte Perkins Gilman, Martin G. Brumbaugh, George E. Johnson, Charles F. Thwing. Concerning topics upon which there is as yet no

pamphlet material, the Institute will loan authoritative books, when requested.

THE PLAN OF THE SURVEY.

The Survey is divided into four main divisions, namely:

INTRODUCTORY MATTER, chiefly upon Parenthood, Heredity and Home Environment.

CHILD STUDY by periods.

PROBLEMS AND CARE: Physical, Mental, Social and Moral.

EQUIPMENT needed for the Care of Children.

The parent who receives the monographs as they are sent him will find the arranging of them in his binder perfectly simple. A decimal is printed at the upper left hand corner of each monograph, and the papers are to be placed in the order of the increasing size of the decimals, e. g.: .46 comes after .35. The numbers *before* the decimal indicate which binder the parent will use for a given monograph after he has received enough of them to require more than one, e. g.: 1.46 means that that particular monograph goes into the first binder. These numbers before the decimal may be disregarded until a binder is full. Eventually the binders will include papers as follows:

| | | |
|----|--|----------------|
| 1. | Matter about children from birth until | 3 |
| 2. | " " " " | 4 " 7 |
| 3. | " " " " | 7 " 12 |
| 4. | " " " " | 13 " 15 |
| 5. | " " " " | 16 " maturity. |

Monographs with no number before the decimal point cover topics applying to more than one period and should be placed in the period in which the owner is interested.

SOME OF THE QUESTIONS ANSWERED IN THE SURVEY.

While the monographs are comprehensive, they are distinctly written to meet the needs that have appeared in our correspondence with our members. In order that this may be realized, we append some of the questions to be discussed in the monographs of the "Survey." Reference to the Outline will indicate the title of the monograph containing the discussion.

- (1) What is a good program for the training of the *whole* child?
- (2) Is the child good by nature, or is he made so by teaching and habit?
- (3) How shall we deal with the child's aversion for some people?
- (4) Is fear inborn or developed?

(5) What are good methods and equipment for cultivating art appreciation in children?

(6) Should children be given only those books which are entirely within their comprehension?

(7) Should we explain fables to children? Should we explain fairy tales?

(8) Is it advisable to allow a child to take the part of an evil character in a play?

(9) Should a child be told that a lie is sometimes justifiable?

(10) How shall we deal with the idea of property in a child's mind?

(11) Which are better, finished or unfinished stories?

(12) How shall we develop the spirit of industry?

(13) How shall we establish personal responsibility for conduct and its results?

(14) How shall we delicately and wisely impart to our children information concerning life's beginnings?

(15) Shall we require or inspire?

(16) Should the summer vacation be given over entirely to play?

(17) Should we compel our young people to go to church?

(18) Under what circumstances should children have pets?

(19) In a family of several children should each child have his own toys?

(20) Should we invite all our children's friends to the home?

(21) How shall we deal with the preference of the children for the colored Sunday supplement?

(22) How soon should a child's musical education begin?

(23) Should children be paid for doing chores?

(24) How soon should children be taught to say prayers?

(25) Should the mother tell her child that she is pretty?

(26) Should girls be allowed to be "tomboys?"

(27) Should small children dine with their parents?

(28) Should older children give up to younger ones?

(29) How much choice should children be allowed to have concerning the color and fashion of their clothes?

(30) Should children's correspondence be private?

(31) How may we help our children to learn to use the things that are at hand for their own entertainment?

(32) How can children be taught not to give away family secrets?

(33) How can we help a lazy child to become industrious?

(34) What shall we do with the child who likes to "show off?"

(35) How cure a little child of crying spells?

(36) How shall we break an older boy of teasing his younger brother or sister?

(37) How can we teach children to love to read the Bible?

- (38) How can we help our children not to think too much about money?
- (39) What kind of plays should children be allowed to see?
- (40) Do our devices make the children harder to entertain, or do they educate them to entertain themselves?
- (41) In what does freedom for the child consist?
- (42) Should we develop children or envelop them?
- (43) Is spanking ever justifiable?
- (44) In childhood should the will be broken or directed?
- (45) Does absolute obedience ever weaken a child's will?
- (46) Shall we seek to control our children or teach them to control themselves? How?

Further questions will be found under each topic, with the caption, "Practical Problems." These are by no means the only problems which the monographs discuss. They are printed as suggestive headings for investigation, and as indicating some of the practical possibilities of the monographs themselves.

Partial List of Pamphlet Chapters

The monographs which are ready (September, 1913), are starred (*).

Introductory Papers

.02 PARENTAL RELATIONS.

.021 *The Family.*

The family the most ancient and modern, the most material and most spiritual of relations; has the widest range of possibilities; is the heart of the nation and the source of national corruption or health; the origin of manufacture and industries, etc., etc. Illustrations of the above, to emphasize their literal truth.

The home the nest for the young where they may grow safely and well till they can fend for themselves.

Relations of brothers and sisters, older and younger. Danger of sacrificing older to younger children, better tempered to worse; the favorite child; the neglected child.

The ideal household a harmony of diverse natures; each individual with his own place, duties, rights and relations; adjusted to the others.

Practical Problems.

How to maintain a real home life in the city.
Shall parents treat all the children alike?

Monographs (or Pamphlet Chapters).

"The Ancient and the Modern Home."

"A Happy Marriage."

*"The Recovery of the Home."

.022 *The Joys of Parenthood.*

The completeness of home life in children; the joys of the annunciation; the pleasure of babies; the pathway of growth; the wonder of adolescence; the sweetness of maidenhood; the strength of manhood; the companionship days; the fitting from home; the third generation; the social joys of parenthood; the conviction of parenthood as a public office and trust; a share in the universal parenthood.

Practical Problems.

Do children pay?
The postponement of marriage.
Children vs. society.
Living life over in our children.
The educative influence of our children upon ourselves.

Monographs.

*"Singing Mothers."
*"Reminiscences of Home Life in Literature."
"The Loveliness of Children."

.023 *The Duties and Responsibilities of Parenthood.*

Normal relations of children to parents: the physical dependence the analogue of the mental, moral and spiritual dependence; the parents the source of mental and spiritual food, too; parental responsibility for children's character development or dwarfing; range of imitation and example. Children's rights and duties outlined—relativity of them to the child's age and maturity. Two inalienable rights—love and expressions of it, and the right to be understood. Love and wisdom should always go together. The vanishing parents: father already out of the home and mother going.

Home the first school, and how this is still true; responsibility of mother for providing both hygienic conditions, but also suitable occupation, play, relaxation, moral influences, etc. Need of wisdom as well as love by parents—numerous illustrations of failure of mothers' instincts, such as infant mortality rate.

The peculiar responsibilities that come with adolescence; the wander-years; the social responsibilities.

Practical Problems.

How to attain the self-mastery that deserves to discipline children.
How to utilize the American Institute in meeting daily responsibilities and difficulties.
How to "keep up" with our children.
"Practising" vs. "consulting" fathers.

Monographs.

*"The Ideal Mother."
*"The Arm Around the Boy."
"The Duties and Responsibilities of Parents."

.024 *Eugenics.*

Eugenics the "science of being well born"; securing the propagation of the best of mankind and preventing that of the worst.

The present status: breeding from the worst; infant mortality; nature versus nurture.

The practice of eugenics: negative or prevention of marriage of the unfit; the criminal; deaf and dumb; feeble-minded; insane; other defects and diseases. Methods advocated: segregation; sterilization; training of public opinion; certificates of fitness for marriage from physicians.

Positive: selection of the fit; proposed methods of encouraging it; love and marriage as influenced by public opinion and social custom; the part of the home and parents.

Practical Problems.

The people who have no right to marry.

Eugenic considerations in the mating of our own children.

Monograph.

*"A Better Crop of Boys and Girls."

.025 *Heredity.*

A study of the positive side of heredity; the legacy of hopefulness; how to study its extent and limitations; the modification of heredity by environment; race heredity.

Practical Problems.

How to utilize a hopeful heredity of our children.

How to overcome unpromising hereditary tendencies.

Monograph.

"What We Know About Heredity."

.026 *Woman.*

.03 SOCIAL FACTS AND INFLUENCES.

The controllable environment of a child: home habits of living, eating, etc.; home sanitation and community sanitation; the educational opportunities of the home, school and community; the moral atmosphere; the stimulations that surround the child; city vs. country life.

Practical Problems.

Shall we move away from or reform the neighborhood?

Can a child resist his environment?

At what age is a child most sensitive to influence and surroundings?

How does environment affect bodily growth?

Which is more influential, heredity or environment?

Monographs.

"The Child's World."

"Farm Life."

"City Life."

.04 *Folk-lore*

Child Study

.11 THE VALUE AND METHODS OF CHILD STUDY.

Some things that child study is sure of; child study domesticated.

The characteristic interests of each period.

Relations of the child to the race—in what sense the child recapitulates race development; some parallels between the child and the savage. The meaning of infancy—great plasticity and long dependence of the human young, and possibilities thus given for prolonged growth and high attainment; difference between savage and civilized races in age of maturity; difference between various classes within one race and nation. The possibilities in training the human plant—part of nature and of nurture; of habit and imitation; the daily sowing and certainty of the final harvest; uselessness of trying to evade the law of causation in child training any more than plant raising. Complexity of child nature and the impossibility of treating child like an adult—illustrations of immaturity and its normal ripening; need of observation and study of children—theory and its relations to practice. Brief account of what child study has already accomplished and of what is still left to be done; what individual parents may do.

Practical Problems.

Simple methods of home child study.

Things that must not remain unnoticed.

How to learn to see the child's standpoint.

The attitude of listening, in home life.

Monograph.

"How Parents Can Understand Their Children."

.12 THE CHILD STUDY OF INFANCY.

The new-born baby: his structure, movements, senses, consciousness.

The first year in a baby's life: the baby's responsiveness; how he forms habits; curiosity as the basis of all his intellectual development; play the chief method of his early education; how he first learns, by trial and imitation; the relation of health to learning; the development of his senses; the growth of body-control.

The second year studied similarly; the developments that come as the result of locomotion and speech; growth in imagination and thinking.

Practical Problems.

How we can educate a baby.

How the baby learns.

What a baby should learn the first year.

Monographs.

*"The New-Born Baby."

*"The First Year in a Baby's Life."

"The Second Year in a Baby's Life."

.13 THE CHILD STUDY OF EARLY CHILDHOOD: 3-6.

Self-assertion; contrariness; self and the opinions of others; the influence of ideals; the relation of imagination to truth; memory and time-ideas; story interest and ability; illustrations of childish reasoning.

Practical Problems.

How early may we exact obedience?

How may we cure a child of crying spells?

How shall we deal with the idea of property in a child's mind?

Monograph.

"The Child from Three to Six."

.14 THE CHILD STUDY OF MIDDLE CHILDHOOD: from 7 to 9.

Characteristics and changes; the chief social influences of this period; competition; chums; leadership; teasing and humor; the varied mental development; obedience and conformity to law; the will.

Practical Problems.

Teasing and bullying.

Boasting.

Giving away family secrets.

Impudence and obstinacy.

Monograph.

"The Child from Seven to Nine."

.15 THE CHILD STUDY OF LATE CHILDHOOD: from 10 to 12.

Relations with chums and adults; the mental development; perception, imagination, memory, thinking; feeling and will.

Practical Problems.

Welcoming our children's chums to the home.

Cultivating the love of beauty.

Establishing personal responsibility for conduct.

Monograph.

"The Child from Ten to Twelve."

.16 THE CHILD STUDY OF EARLY ADOLESCENCE: 13 to 15.

Characteristics; changes; the development of the senses and motor powers; feelings during this period; self-consciousness; imagination; relation of body to mental development; how far a period of moral crisis.

Practical Problems.

The religious opportunities of this period.

The reading craze: how to deal with it.

The first relations of boys with girls.

Should a girl be told she is pretty?

Monograph.

"The Youth from Thirteen to Fifteen."

.17 THE CHILD STUDY OF MIDDLE ADOLESCENCE: 16 to 19.

Characteristics and changes; the bodily development and its relations; the feeling life; self-consciousness; imagination and day-dreaming; development of thought and thoughtfulness; the sex interests and the social development; the religious phases; the vocational outlook.

Practical Problems.

The attitude of the child toward high school.
Compulsion or inspiration?

Monograph.

"The Youth from Sixteen to Nineteen."

.18 THE CHILD STUDY OF LATE ADOLESCENCE: 19 to 25.

The changes; the development of feelings, of imagination, of thought, of will; the religious aspects; the vocational activities; the making of a home.

Practical Problems.

How can we be sure that our children marry well?
The problems that grow out of college life.
The transfer to self-support.

Monograph.

"The Youth from Nineteen to Maturity."

SPECIAL CHILD STUDY.

.19 THE CHILD'S MORALITY.

The new-born child's plasticity and lack of ideas; the beginnings of moral training in the mother's regular care of him—regular feeding, sleeping, bathing, etc. How these have moral effects. Possibilities of moral training tremendously increased when child begins to imitate, about sixth month—what does he imitate that has any moral effect? (to be traced in detail, to sixth year).

General discussion of the virtues which a child may acquire before the sixth year.

The native characteristics of the six to twelve-year old child that bear on morality: better memory and greater control of images, making possible truthfulness; some appreciation of ideas and reasons, making possible ideals, sense of law, etc.—how far does this probably go? Some appreciation of means as distinct from ends, making the beginning of such virtues as accuracy, efficiency, etc.; increase in voluntary attention and relation to such virtues as perseverance, persistence, reliability and responsibility, diligence, increase in love of persons and transformation of automatic obedience into loyalty, fidelity, gratitude—or does this not come until adolescence? Growth of sense of self and rise of self-control in various forms, self-respect, shame and remorse, modesty.

This period is the budding time of most of the personal virtues which blossom so luxuriantly in the next period, and it is most important that parents should be able to see their origin in the childish crudities and half barbaric traits so trying in this period.

The school and its effect on the child's morality, for good and for bad. The child's companions as affecting his morality.

The Child's Religion.

Completion of morality in religion; the rounding out of imperfect works by faith, awe and reverence and recognition of dependence on the great ultimates of the universe.

The development of religious feeling and ideas up to adolescence; the origin of religious feelings in the baby's dependence on parents; the mystery of persons to it; its fear and awe of them; the gradually emerging sense of a law behind their acts.

The little child's contact with theology: questions about God, the Devil, heaven, etc., etc., the ideas gained as shown by Barnes and others, observations; bad effects of such perversions; child's natural attitude.

The religious interests of the child from six to twelve years: the religious aspects of his attitude towards nature and natural phenomena; possibilities here of cultivating awe, reverence; humility, sense of law and punishment for breaking it, etc.

Religious aspects of his attitude towards persons—Old Testament heroes, etc.

Practical Problems.

The recognition of a child's moral limitations.

How shall we be what we teach?

Is the child good by nature?

Monographs.

"The Morals and Religion of a Little Child."

"The Morals and Religion of a School Child."

.192 ADOLESCENT'S MORALITY.

Some characteristics of the adolescent that affect his morality.

Love of intensity and excitement: its physical basis; how it predisposes to intense pursuit of desires, whether good or bad.

Instability, both physical and mental—alternations in goodness and badness, relative lack of responsibility and self-control both physically and morally.

Increased sensitiveness to pleasures and pains, joys and sorrows, etc., leading to greater fear, courage, etc.

Heightened sense of self: great development of ambition, pride, vanity, self-assertiveness and insubordination in various forms, as well as excessive humility, penitence, shame, etc.

Great rise of the social emotions: similar alternations between excessive courtesy and good manners, and rudeness; between selfishness and altruism in the purest forms; the most idealizing love and hero worship and the lowest passion.

Development of imagination and reason, which frequently outstrips habits of action, so that the adolescent appreciates and understands many virtues which he does not live up to, and tends to live in a world of imagination. This also accounts in part for his instability.

Final general resumé of what can fairly be expected of a boy and a girl of sixteen in the practice and knowledge of virtue.

The newly awakening social conscience; new demands upon the citizen; administration of community affairs; exposures of political corruption; passing of the stand-patter.

New standards in business: rights of employees to good working conditions, to living wage, etc.

Enlargement of the idea of "our neighbor": movements towards social hygiene, bettering the slums; raising the level of living, etc.

Adolescent Religion.

Description of the fluctuations: rise of doubts, questions, unwillingness to go to church and Sunday School, etc.; the vague unrests and questionings; seeking for satisfaction, etc.

Conversion: average age and relation to growth; universality; characteristics—sin, self-surrender, faith, justification, joy, etc.; permanence of conversion; motives causing it—fear, love of God, etc.; conditions favorable and unfavorable, such as revivals, talks with elders, etc.; later backslidings and reconstruction of theology; the religion of a mature mind; the story of the cross—its universal appeal; joining the church—when should this come and how much should it mean?

Practical Problems.

The relation of the religious to the sex life of a child.

Religious crises in the life of a child.

Monograph.

"The Morals and Religion of an Adolescent."

Problems and Care Physical Problems

GENERAL PHYSICAL PROBLEMS.

.21 THE EXPECTANT MOTHER.

Prenatal Growth: a very brief sketch of embryonic development, and the critical periods. The normality of the process.

Hygiene of pregnancy as to food, clothing, work and play, etc; the mental occupation of the mother; the part of the father.

The mother's preparations for the confinement.

The care for the new-born child.

Monograph.

"The Prospective Mother."

.22 CLOTHING.

The new baby's layette.

Creeping child.

Toddler and kindergarten child.

School boy and girl.

Adolescent boy and girl.

In each period, for different seasons, the matters of warmth, freedom of movement, and beauty of line and color (regardless of style) will be touched on, with some discussion of the relative value of wool, cotton, silk, linen, and the effect of different weaves on warmth.

Hats, shoes and stockings vs. half socks will be taken up.

Practical Problems.

Shall the baby ever wear long clothes?

How early are children susceptible to the influence of clothes?

Shall children be allowed to have unbecoming clothes because they like them?

Regulating the desire of adolescent youth for gay clothing.

The modest dressing of girls.

The moral influence of clothes.

Monographs.

"The New Baby's Layette."

"The Clothing of a Young Child."

"How to Dress Girls."

"How to Dress Boys."

.23 TRAINING THE SENSE OF TASTE.

Articles used by different races and primitive man for foods; children's variations in taste; whims, etc.

Growth of the sense of taste, changes at adolescence.

Relations of appetite and the mental state to digestion; effect of a knowledge of food values on the choice of foods; dangers in ignoring liking too much; the happy mean.

Why are stimulants attractive and how should the taste for them be treated?

Growth of digestive tract:

The Food Instinct:

The stomach: size and functioning power at birth—character of secretions, etc.; changes and periods of rapid change, to maturity.

Intestines: same sub topics.

Other digestive organs: same.

Excretory organs: function and its importance.

Food for Children and Adolescents.

Model Dietary for each period, giving the kind and quantity, as well as frequency of meals; foods to be avoided.

Stimulants, drugs and soft drinks: Their dangers and uses for children.

Practical Problems.

How far should the child be trained to healthful likings?

How far should his individual tastes be considered?

Monographs.

*"The Proper Diet for Children Under Five."

"What Children Should Eat."

*"The School Luncheon Problem."

.24 REST AND SLEEP.

General hygiene of the nervous system: food, air, sleep and rest, fatigue, exercise both physical and mental.

Brief account of the nose and respiratory system and changes from birth to maturity.

Air as a food and how to secure it. Pure air vs. bad—effect of each on the body and brain. Deep breathing—how to secure it in children. Ventilation in home and school.

Ventilating systems; drafts; sleeping out doors; living out doors—open window and outdoor schools and homes; babies and fresh air. Warning—fresh air should not mean cold, chilly children. It should mean exercise instead of shutting windows, and increased clothing.

Practical Problem.

Inexpensive outdoor-sleeping arrangements.

Monograph.

"The Hygiene of Rest and Sleep."

.25 HYGIENE.

Wholesome living, what it is; the gospel of the body; the ideals that govern the sacred uses of the body; constructive suggestions as to habits of health at different ages; the relation of athletics to hygiene; emergencies.

Practical Problems.

Gymnastics in the home.

The attitude of the home toward athletics.

Monographs.

"Gymnastics for Children."

"How to Make Children Pretty."

*"The Hygiene of Exercise."

.251 Preventive Care of Infants.

The first hygienic precautions; the first bath; the first clothing; the nursery; sleep habits; breast feeding; the weight; outings; exercise; training and habits; pacifiers.

Practical Problems.

How to lift a baby.

Mother and nurse.

Monograph.

*"The Care of the New-Born Baby."

.252 Preventive Care of Young Children.

Similar outline, with sketch of the child's hygienic day.

Monograph.

*"The Care of Little Children."

.253 Preventive Care of Larger Children.

Similar outline.

Monograph.

"The Care of Larger Children."

.254 Preventive Care of Adolescents.

Similar outline, with sketch of an adolescent's hygienic day.

Monograph.

*"Habits of Health."

.255 First Aid.

Monographs.

*"Emergencies."

*"When to Call the Physician."

.256 Sex Hygiene and Instruction.

The Growth of the Sex Instinct in the Boy.

(The physiological side of this will be discussed in connection with sex instruction.)

The normal child's acceptance of father and mother and family relations at first; usual ways in which curiosity is roused—a new baby, vicious talk from companions or servants, unintentional exposures in home, etc., age of first curiosity; quiescent state of sex instinct before puberty.

Psychical state of the adolescent: in considerable detail; greatly heightened sensitiveness, self-consciousness, consciousness of sex, etc.; the temptations, doubts, shame, etc.

Growth of the Sex Instinct in the Girl.

Same outline as for boys.

Sex Instruction: for Parents.

Brief description of the reproductive organs and their growth at puberty.

The general hygiene of sex for child, adolescent and adult—such points as cleanliness, exercise, clothing.

The hygiene of function in each sex: adolescent ripening; too early and too late marriage—the best age for each sex; the best age for parenthood; number of children, etc.; continence—its effect on health and mental power.

Self-abuse: common causes; frequency; ages when most commonly acquired; effects; breaking the habit.

Sex diseases: symptoms, seriousness, prevalence, possibilities of cure, how acquired—for each disease and each sex; the conspiracy of silence. Methods of dealing with sex diseases, organizations, etc., description of the agitation now going on.

The White Slave Traffic: the known facts and the dangers to both boys and girls from homes of all classes.

Instruction for Children and Youth.

The need of it; home versus school instruction; dangers of over and of under emphasis.

Instruction for the little child: a presentation of what is necessary to be told here, in such form that the mother can use it with her own children, with little or no alteration.

Instruction for the adolescent boy, similarly presented.

Instruction for the adolescent girl, similarly presented.

A carefully selected list of books which may be put into the hands of youth, the character of each book being indicated, together with the pages, publisher and cost.

Practical Problems.

Can we allow in our own home a girl who has made a misstep?

The relations of our children with maidservants.

How to keep intimate enough with our children to be trusted as to their individual difficulties.

Monographs.

*"The Matter and Methods of Sex Education."

*"The Beginnings of Life."

.26 SENSE TRAINING.

The Sense of Smell.

Sensations from the respiratory tract unattended to in health; their probable part in general feeling of well being, etc.

Sense of smell: importance to many animals but disuse in man; development from birth to maturity in man, sharpening at adolescence.

Possible use to man: detection of bad food—close relation of smell to taste; detection of air dangers—gases and impurities; body odors—possible dangers from disease; esthetic development—enjoyment of perfumes, etc.; unusual development—recognition of persons by odor, etc.

Special Sense Organs.

Hearing: hygiene of ear; for esthetic development see sections on speaking and music.

Sight: condition at birth and later development—convergence, accommodation, far sight, etc., in some detail. Hygiene of eye—care of eyes of new-born child and of little baby; extremes of light, etc. Normal use of eyes for kindergarten and primary school child; for tests and diseases see chapter on diseases and defects; for esthetic training see chapters on perception, drawing, painting, etc.

Touch or the skin senses. Resumé of observations on temperature sense and passive touch; active touch, essentially what the Gesells have.

Training sense of form: eye-hand series—

Solids: holding and feeling edges, corners, curves, modelling in mud, clay, sand, etc.; feeling hollows, depths, heights.

Surfaces: tracing outlines with fingers and hand of furniture, forms, etc.; tracing with crayon, brush, pencil and pen; free outlining or drawing.

Distances and directions. Compass points, etc. Measurements—within and out of reach, use of rule, etc.

Visual form: Intimate connection with touch. Discrimination of color, light and shade; development of color sense in boys and girls; at adolescence.

Use of light and shade and perspective in drawing and painting. Judgments of distance by visual cues.

Complete perception of an object involves knowledge of all the sensations given by it to the various senses.

The Montessori Method.

Monograph.

"How to Train the Child's Senses."

.27 MOTOR TRAINING.

Movement and the Muscular System: General Discussion.

Intimate relation of voluntary muscles to inner organs and vital functions,—lungs, stomach and brain—in that air, food and stimuli are admitted or excluded in the main voluntarily, and their nature usually a matter of choice.

Intimate relation between muscles and nerves; muscles and sense organs; sensori-motor arc; development of controls and inhibitions; the part of education as well as establishment of close connection in other cases.

General growth in height and weight from birth to adolescence, for different nationalities, and boys and girls, with curves and tables.

The law of development from fundamental to accessory, and the law of nascent stages. The parallel in interest.

Growth of trunk—condition at birth, development of back, chest, abdomen and neck, with average age of important nodes, such as holding up head, sitting up, rolling over.

Movement: Growth and Control of Legs and Feet.

Relative length at birth to arms and trunk, and later changes.

Movements at birth and in early months; their reflex and spontaneous character; value as training for walking; kicking.

Creeping or its substitute—usual age, value, mental and moral aspects.

Climbing.

Learning to walk; usual age, etc.

Growth of Arm and Hand and Growth of Control.

(Picture of characteristic hands of imbecile and normal, artisan and artist, housewife, musician, etc.)

Growth of arm and its varying relations to trunk and leg.

Movements at birth; clasp reflex; spontaneous arm and hand movements in first months.

Growth in hand control: first manner of grasping; opposition of thumb; holding; throwing; pointing. Resumé of observations on increasing finger control and average at different ages, especially on entering kindergarten, school, and at adolescence.

Specialized development here means a discussion of hand activities, and is taken up in detail under drawing, writing, industrial training, and domestic science, various professions, like the artist's, surgeon's, dentist's, etc. For playful hand activities, see play and games.

The mental and moral significance of hand control.

Monographs.

"Motor Expression in Relation to Education."

"Motor Training."

.28 HABIT FORMING.

Habit Forming and Breaking.

What habit is; its function; relations to and differences from memory, imitation, idea, instinct.

Presuppositions: desire for it and plasticity of the nervous system.

The parent's preparation for training the child in a habit; analysis of the habit into its parts—get clear idea of what the habit is, the movements necessary for it, etc.; observe what instinctive or enjoyable acts of the child resemble it and how they differ; consider how you can relate the desired habit to these; if there are no natural acts corresponding, reconsider carefully whether the habit is really desirable or only convenient to yourself, whether it is not more difficult than the child of his age can do, etc., etc.

The phases in habit getting: giving the child the idea, creating enthusiasm for it, giving practice in it and preventing exceptions. Discussion of each in detail—how to secure each.

Concrete application: description of how to form specific habits important for every child, the age at which the habit may be formed and the age at which a normal child should be relatively perfect in it.

Bodily habits: control and care of bowels and kidneys; proper hours, conditions (air, clothing, etc.), and postures for sleep; cleanliness—cleaning teeth and nails, combing hair, washing hands and face, bathing (including how far and at what age a child can do these things himself, etc.); dressing and undressing—buttoning, hooking and lacing, etc. (advantages of clothing fastening in front); neatness; bodily postures and movements—correct carriage, deep breathing, etc.; other bodily habits.

Habits of eating: training the suckling—Freud on the greedy suckling; beginnings of good manners. (Training in choice and liking of healthful food is discussed under diet. Here should be treated only times of eating and, still more, good table manners.)

Orderliness and carefulness in dealing with things; good manners; obedience; punctuality; diligence and persistence; endurance; self-control; other similar habits.

Practical Problems.

How to prevent or break up certain common bad habits, such as sucking thumb, biting nails, fussing with skin, various automatisms, etc.

Monograph.

"Habit-Forming."

Mental Problems

.31 General.

Monograph.

*“The Mental Hygiene of the Child Disposed to Nervousness.”

.32 LANGUAGE.

Learning to Talk.

The cry of the new born; significance of the loud cries of human young; other expressive cries of babies—hunger, fear, anger; lalling; order of appearance of vowels and consonants.

Gesture language: its use by animals; by primitive people; by children.

Use of sounds for communication, *i. e.*, the rise of speech in the child; early understanding of some words and general relation between understanding and using words; first words; variations in time of learning to talk—some causes of the variations; limits of normality; the first vocabulary—its usual range and character; average vocabulary of a child of three years as to number of words; vocabulary of a child on entering school and its relations to the books and subjects of school; childish invention of words and languages; baby talk—how far should it be encouraged? Should scientific or popular terms be used?

The cure of stammering and lispings. Scripture's theory of phonics.

Oral and Written Speech—(The Use of the Mother Tongue).

Oral speech: the child's natural love of word sounds and interest in words (the previous chapter gives how he learns to talk)—observations on favorite sounds and words, etc.; sense of the mysterious and powerful in words; relation to savage awe and Hebrew fear of the name of Jahveh, etc.; belief in word charms, etc.; love of nonsense rhymes, craze for slang and profanity, etc. Curves showing the varying interests in words and the differences in vocabularies at different ages.

Growth of the sentence sense and of sense of larger language structure; ignorance of this; resumé of what is known; use of figurative speech, etc. The problem of grammar.

Training in oral language: primarily a home problem; what conversation might be at table and in home; the repressed child—the child who talks little, etc.; the possible constant training in quick wit, choice of words, etc., etc., in family conversation. Telling and listening to stories in home.

Training in written language: (school aspects only to be touched on, home aspects to be emphasized). What can the home do here? Spontaneous attempts at writing and how to encourage them: little children's nonsense rhymes, poems, stories, plays—illustrations of them; what should the parents' attitude be? How shall the mother encourage writing? The question of diaries, letter writing records, etc. The questions of mere technique—good penmanship, spelling, capitals, punctuation, etc. (To be worked out in considerable detail.)

Learning Modern Languages.

Very brief discussion of classics versus modern languages; necessity of knowing other languages than the mother tongue; what shall determine the choice of the foreign language? When shall German be chosen, French, Spanish, Italian? That is, what conditions are most likely to demand a knowledge of each of these?

When shall the foreign language be begun? In early childhood, between ten and twelve, or in high school? The arguments for each.

What sort of mastery is desired—reading knowledge or speaking knowledge predominantly or writing knowledge? Practical differences in learning these three forms.

How does knowledge of a foreign tongue react upon the mother tongue?

Practical Problems.

The value of table talk to the child.

What can be done at home in teaching a foreign tongue to the children?

Monographs.

"Teaching the Child to Talk."

"The Use of the Mother Tongue."

"Learning Other Languages."

33. MEMORY.

Organic memory of the baby: touch memories, such as of the breast and handling of the mother; earliest recognitions; resumé of observations.

Emergence of the memory image, shown in comparisons; various observations of Stern on his child.

Persistence of early emotional experience as shown by Hall.

Earliest permanent memory images; those who become blind or deaf before six.

Summary of what we may expect of the kindergarten child's memory: its gaps and additions, confusion of fact with fancy, etc. Stern's observations; Binet tests.

Memory interests between six and thirteen years: resumé of observations.

Application to teaching—the drill period—things to be memorized, etc.

When should a child's testimony be trusted? State laws.

Adolescent memory: resumé of observations; pronounced differences from the preceding period.

Training the Memory.

Dependence of memory on physical condition: importance of food, sleep, rest, etc.; dependence upon nascent interests, as shown above; dependence on sensory material; dependence on reasoning.

Laws of remembering; resumé of experimental work.

Defects inherent in memory, Stern's Aussage work.

Mnemonic systems: weakness and value.

Practical Problems.

When is memory most retentive, and what advantage should be taken of it?

Forgetfulness in doing errands.

The question of the value of memorizing "golden texts," etc.

Monograph.

"Practical Ways of Training the Memory."

.34 THINKING.

Conditions and function of thinking; its relations to instinct and movement, feeling, perception, memory and habit, and imagination.

Likeness and difference between childish and adult thinking—many illustrations. Characteristics of kindergarten child, 6-12, and adolescent.

The origin and growth of various important concepts; space, distance, time (including divisions of year, month and day, telling time, etc., and longer or historical periods), number, ownership (property sense), money, geographical concepts (directions, etc.), concepts of bodily functions, growth, law, etc., etc.

Training in Thinking at Home.

Opportunities for thinking in exercising the senses; in exercising the muscles; in home plays and household occupations, etc., etc. The ideal attitude of the mother towards the baby, child of kindergarten age, school child and adolescent.

The factors involved in the reading process (assuming that the thought is familiar); the essential thing the connection of the visual appearance of the words with their sounds; relative simplicity of this if a language is phonetic like Italian, with but one sound to a given visual sign; the confusion in English. How then can the child learn to read English? What is probably the best way?

Practice in reading: reading aloud and reading to self—the great difference between them in purpose and method; the habit of reading aloud no advantage to the person who needs to be able to read rapidly to self; how the eye moves in reading and how it can be trained to grasp larger wholes; reading by lines or paragraphs—advantages; tests and observations on this showing that rapid readers also best retain thought; mistake of the school here—inability of most people to read with ease, observations on college and university students; cultivation of the true reading habit.

Warnings about some mechanical factors: the kind of paper best for the eye; size of type; distances between words and lines; width of page, etc. Illustrations of the proper type for different ages. The duty of parents to allow only hygienic conditions for their children at home and in school. The sins of text-book companies.

Monographs.

"Training in Thinking at Home."

"The Inquisitive Age."

.35 IMAGINATION.

Freeing the memory image, and kinds of images.

Some curious combinations—colored hearing, etc., number forms, etc.

Usual combinations derived from perception and memory—relations of the three; psychical imitation.

Where do new combinations come from? Baldwin on invention.

Description of development of imagination: condition of baby; kindergarten child; children 6-12 years; adolescence—each in considerable detail; limitations at each age period; practical bearings, such as kindergarten child's lies, and adolescent's reverie and idealization, also in considerable detail.

Developing imagination: need of much sensory material; opportunity for free play with material; supplying of enthusiasms and motives for invention—*e. g.*, some real use to be made of the product.

Practical Problems.

Children's lies.

Should a child be told that a lie is sometimes justifiable?

Imagination as the germ of poetry in the child.

Are parents ever justified in breaking a promise made to their child?

Monograph.

"The Child's Imagination."

.36 FEELINGS AND INSTINCTS.*Pleasure and Pain.*

Pleasure and pain; joy and sorrow; the immediate sensuous state as distinct from emotion and pleasant and painful mental, moral and religious states.

Instinctive reaction to them, its ancient value; its present value for the normal body under normal conditions, and its pronounced limitations. Healthy physical pleasures—eating, drinking and breathing and general sense of well being, sex, satisfaction of the sense organs by colors, sounds, perfumes, contacts and of the muscles by exercises, warmth, etc. Useful pains—in the vital organs and special sense organs, indicating wrong use or disease. Useful pains from external objects which a child handles ignorantly—stove, cat, hammer, etc. The mother should always be on the watch so that the child's first dealings with possible danger should be in her presence, but should let him feel just enough pain to teach him care and safety. Foolishness of keeping away all pain—its immoral aspect.

Practical Problems.

What part has praise in child training?

What kind of play is good for a sensitive child?

How deal with fear of ridicule?

Sensitiveness that grows into egotism.

Educational values of pleasure and pain.

Monographs.

"Training the Feeling Life of the Child."

"The Sensitive Child."

.361 Courage and Fears.

Instinctive nature of fear and its common bodily expressions.

The common objects of fear at all ages; summary of Hall; relation to imagination and reason.

Bashfulness and blushing.

Morbid aspects of fear—relation of fearfulness to bodily condition, fatigue, food, etc.; common morbid fears, their frequency, etc.; anxiety and worry.

Educational value of fear: its relation to invention, science, medicine, etc., etc. Fearing aright. What fears may the mother use? When and how should she use them?

Teaching the child to overcome harmful fears.

Practical Problems.

How may fear be used helpfully?

Do you know what children fear most, and why?

How does fear react upon the moral qualities of the child?

Monograph.

*"How to Keep Your Child from Fear."

.362 Anger and Cruelty.

The development of these instincts; their possible place in the child's life; the need of righteous wrath in the world; conjunct anger.

Practical Problems.

Causes of irritability: lack of privacy, fatigue, sense of injustice, etc.

How to keep a child from bullying.

Dealing with temper.

Is it best to let children settle their own quarrels?

Monograph.

*"The Problem of Anger and Cruelty."

.363 HUMOR.

The bases of humor in the race and in the individual; what has been written about laughter; the value of a sense of humor in parent and in child; practical uses in the home.

Practical Problems.

What to do with the child who thinks he is "funny."

How to help the children outgrow vulgarity in humor.

The joint humor of the gang.

Newspaper humor, and the colored Sunday supplement.

Monograph.

"A Sense of Humor."

.364 Æsthetic Feelings.

There will probably be a monograph upon the place and development of the æsthetic sense in children and in the home, but the subject will be treated more particularly in the sections upon Art, Music and the Drama.

.365. *Conscience.*

A monograph will be written upon the history of conscience in the race and in the individual, but distinct study of the topic may be found in the sections upon the special study of Childhood Morals and Religion (.19), and in that upon Religious Training in the Home (.741).

.366 *Pity and Sympathy.*

Special discussion of this subject will be found under Religious Training, but particular monographs are furnished upon special phases of the topic, as below.

Monographs.

*"Kindness to Animals."

"Sympathy for Other Races."

*"The Promotion of Peace."

.367 *Reverence and Awe.*

Special discussion of moral and religious training through the home, the school and other institutions is given later, but under this heading a thorough treatment is offered of the general principles and means of cultivating of feelings of reverence in the child.

Practical Problems.

The problem of reverence in church worship.

Exposures of our children to the sublime in nature and in life.

How to make the child reverent of his own person?
How to train children so that they will not regard important things lightly.

Monograph.

"The Principles and Means of Developing the Reverent Life."

.37 CURIOSITY AND INTEREST.

Curiosity, "the appetite of the mind"; instinct to handle things (manipulation, or basis of constructiveness or workmanship); collecting instinct; love of pets; play instinct; imitation; instincts for hunting, fishing, cave and tent life, play with fire and water and dirt; running away, and running away from home; love of rhythm and sound, of colors, words; instinctive morality. The relation of feelings and will to interest; the nature of interest; using interest in teaching and training; interest as a means and as an end; effort vs. interest, and interest in effort; instincts and interest; the child's interest in the concrete and the objective; processes or results; self-activity; aim, responsibility and interests; adolescence and life interests.

Practical Problems.

Stopping to answer a child's questions.

How to help children find out things.

Interest as a guide in understanding our children's possibilities.

Monograph.

"The Place of Interest in Education."

.38 WILL.

The growth of the individual; the meaning of will; the genesis of a voluntary action; the stages of willing; will means accumulated tendencies; relation to "free will"; directions of control; use in home and school training; motor culture and moral culture; will and deliberation; habit, will and character.

Practical Problems.

What is involved in the act of choosing?

What is a strong will?

Shall we ever try to "break" a child's will?

Monographs.

"Will-Training."

*"Development of Initiative."

"The Self-Willed Child."

.41 PLAY.

What play is; how it sums up race history and prepares for adult life; its value to the child physically, mentally and morally; the virtues inculcated by it.

The characteristics of play in:—babyhood; kindergarten age; childhood; adolescence. (This is to be quite full, with illustrations.)

The main part of this part of the Survey is to consist of a list of graded exercises, games and plays for each of the above periods, telling how to play each, the parts of the body most benefited by it, the mental and moral qualities developed by it, those most desirable for each period being starred. With this is to go also:

List of the equipment and toys desirable for each age, with similar account of the educational value of the various toys and in some cases (*e. g.*, dolls) account of their universality; the best make of the toy is given also where it can be bought, and its cost.

Characteristics of the best toys; the expensive toy; the complex mechanical toy.

Play with natural forces and objects: with earth, water, air and fire; with stones, sticks, flowers, leaves, strings and fibers, etc., etc.; play in trees; with animals, etc. Description of plays with each, and their value; the mother's attitude.

Toys children can make: furnishing the doll house; doll clothes; slings, whistles, boats, kites, etc. This should be worked out more fully than has yet been done, as far as the editor knows.

A list of books describing plays, games and amusements, the best starred, cost, publisher, etc., being given so parents can buy if they choose.

Practical Problems.

How shall we fit up the home playground?

Uses for attics.

How to play in a flat?

The value of unfinished toys.

What plays are characteristic of the different periods of childhood?

Play as an index of the child's tendencies.

Monographs.

- *"A Graded List of Toys and Occupations."
- "Athletics for Boys."
- *"Athletics for Girls."
- *"Getting Together in Play."
- *"The Home Playground."
- *"Play for Home."

.42 WORK AND OCCUPATION.*The Development of Tools.*

Great complexity in manufacturing, but relative simplicity in the underlying factors. The main factors on the side of material are: wood, metals, stone, fibers (or strings), dirt (sand, clay, etc.), and food materials (if we count cooking as a manufacturing process).

The main forces applied to this material are: gravity, air, water, fire and, very recently, electrical and chemical forces.

The instrument for bringing the material and forces together is the hand and its extensions in tools, driven by the brain.

The instinct of workmanship: discussion of its origin and universality.

The hand as a tool; the stone as missile; the stick, bow and arrow, knife, spear, etc. The modern factory as related to primitive tools and the hand.

The modern child's use of tools: account of what tools he can use at different ages, and with what degree of skill. Value of supplying tools and materials. Things he can make at home, and directions for making them, or references as to where such directions can be found.

Industrial Training.

Its object; the Munich system; status in this country, various forms, whole time, part time, etc.

Practical Problems.

- How to help a lazy child to become industrious?
- How to get children to enjoy work?
- The child who has no aptitude for tools.
- What kind of tools to get for children?
- The child's workroom.
- Working with children.

Monographs.

- *"Some Things Every Boy Should Know How to Do."
- *"Some Things That Girls Should Know How to Do."
- *"Moral Education Through Work."
- "Nursery Arts and Crafts."
- *"Training the Boy to Work."
- *"Training the Girl to Help in the Home."
- *"Home Occupations."
- *"Graded List of Occupations."

.43 STORIES.

The educational value of the story; the story-interests of the different ages; why the story is powerful; what is a good story; stories

realistic and idealistic; some tricks of the trade; how to use stories; the continue story; the story-drawing; helping the children to tell their own stories; a graded list of good stories.

Practical Problems.

"I never told a story in my life."
Where to find stories.

Monographs.

*"Story-Telling in the Home."

.44 DRAMATIZING.

The Dramatic Instinct.

What the dramatic instinct is and how it reveals itself; its universality; gesture, mimesis in children; use of this instinct in school work.

Pantomime: its educational possibilities; how it can be used at home, etc.

Puppet plays: Punch and Judy; their antiquity and universality; children's love of them; educational possibilities.

Children's theaters: account of what has been done; their effect on the children; what can be done at home in this line.

Pageants and folk festivals: account of the movement and its value.

The moving picture show: what it has been, is and is becoming; its educational possibilities; use in school and church; its audiences; children in the audience. Specific way of going to work to clean up the shows in a town. Cost of a moving picture equipment, renting films, etc. Danger of fire, and laws.

The theater: the plays children go to; their effects. Work of the Drama League. How much would a civic theater cost?

Practical Problems.

Shall our children go to motion picture shows?
What plays shall our children see?
How can we help uplift the drama in our town?

Monographs.

"Dramatics in the Home."
"Children and the Theater."
*"Problems of Dramatic Play."

.45 MUSIC.

Primitive character and probable origin; universality and significance of rhythm.

Observations showing the development of the sense of rhythm and tone in children; usual condition of the kindergarten child; development in the grades; changes at adolescence.

Appreciation of music: children's tastes; resumé of observations on what songs and music children like best. How shall we train

appreciation: our public school methods; the German school method; the question of teaching note reading and later on the theory and history of music, etc.; the history of songs, especially national songs. Music at home: family singing; common instruments such as drum, whistle, xylophone, hand organ, organ, piano, banjo, graphophone, pianola, etc. Music of nature; church and Sunday School music. A carefully chosen list of songs and music for children of different ages.

Performance of music: the voice: proper use of the speaking voice and how to secure it; natural range of the singing voice at different ages; care at adolescence; amount of training desirable for every one; choruses, etc. Instrumental music: should every one play some instrument? If so, what shall determine the instrument chosen?

Music composition: natural tendency to compose tunes; Platt's children; Mrs. Kern's work and that of others; encouragement of originality and its reaction on appreciation and performance.

Higher musical training in this country: what can and cannot be obtained. What shall decide whether the boy or girl is to study abroad? And where shall he go?

Music as a profession in this country: teaching—average earnings, supply and demand, etc.

Practical Problems.

What are the marks of musical talent?
At what age should music lessons begin?
How maintain regular music-practice?
What instrument for the home?

Monograph.

*"The Value of Music Study in the Development of the Child."

.46 ART.

Spontaneous Drawing.

Resumé of Barnes' work and the other important studies: stages of development from scribble to perspective; subjects chosen, etc., following Barnes' Studies.

Appreciation of Pictures and Education in Art.

Development of sense of color and form; subjects preferred at different ages; a list of good pictures,—what to get, where and cost—for different ages. (Lists.)

Public school work; facilities at home; detection of talent; shall the boy or girl go abroad to study art?

Art as a profession in the United States: teaching; number of teachers, average earnings, etc.; life of the artist; opportunities in this country.

Practical Problems.

What are the marks of artistic talent?
What training in art should every child have?

Monographs.

- *"The Picture-Hour in the Home."
- "The Child as Artist."

.47 BOOKS AND READING.

Children's spontaneous reading: as full an account as possible of what children *choose first* to read between three and six; six and nine; nine and twelve; twelve and sixteen, boys and girls taken separately. (Here the records of children's libraries are very interesting, and resumés are given of other observations.) What are the normal and instinctive interests underlying these choices? How far are the books chosen bad or indifferent, and why? That is, a discussion of the qualities which reading for children at these different ages *must* possess.

A list of books suitable for each of the ages given above, boys and girls both. These books are books not only desirable for children to read but which actual trying out has shown children of the age in question love to read. The best books for each period will be starred, and every book in the list has a few brief notes as to what it is about and its value.

Traveling libraries, information as to who can use them and where to send for them.

Suggestions for buying or combining with other parents; children's libraries.

Practical Problems.

- The child who does not like to read.
- The child who reads too much.

Monographs.

- *"Two Hundred Selected Books for Children and Young People."
- "Guiding Children to Good Books."
- *"The Child Who Does Not Like Books."

.48 SCHOOLS.

An account of the modern school; its purposes, detailed description by grades; the differentiations in the later grades.

A Discussion of Standards.

What is intellectual efficiency?

How much value should be attached to school marking and keeping up with one's grade?

How much value should be attached to graduation from grammar grades, high school, college?

The question of training and its transference.

The kinds of training most in demand today?

The Home and the School.

The school an extension of the home originally; bad results of separating the two; loss of sympathy between parents and child.

Re-establishing the bond: mothers' meetings, school nurses; department of school patrons; school visiting; getting acquainted with teacher and principal; keeping informed on school matters, etc.

Monographs.

- "The Modern School."
- *"The Montessori System."
- "How the Little Child Feels on Entering School."
- "The New High School."
- *"Twelve Marks of an Efficient School System."
- *"Home and School."
- *"The Schoolhouse as the Civic and Social Center."

.49 AFTER SCHOOL ACTIVITIES.**.491 *Pets.***

The place of pets in the home and in the child's life; what pets to select; where to keep them; how to take care of them; practical hints as to food, hygiene and treatment.

Practical Problems.

- Sex education through the life of pets.
- What to do with a pet which the child is tired of caring for.
- Pets during vacation.

Monograph.

- "The Care of Pet Animals in the Home."

.492 *Nature Study and Gardening.*

How children at different ages regard nature; the relation of love of nature to vocation, to poetry, to religion; the value of an economic relation to nature in childhood; nature study versus botany; a handbook of practicable nature study, and of gardening.

Practical Problems.

- Partnership with children in outdoor work.
- Chores.

Monographs.

- "Nature Study in the Home."
- *"Home Gardening."

.493 *The Children's Hour.*

This subject hardly needs an outline. The monographs are a collection of experiences and testimonies from some of our best homes.

Practical Problems.

- Having sessions of the whole family.
- Keeping the boys in nights.

Monographs.

- "Some Actual Children's Hours."
- *"How One Real Mother Lives with Her Children."

.494 *Vacation.*

Vacations at home; vacation outings; family camps; vacations involving work; family travel; the profit of a family vacation; vacation and learning.

Practical Problems.

How to have an inexpensive vacation.

How to include father in the family vacation.

Monographs.

"How to Camp Out."

"Practicable Vacations."

"Family Travel."

*"Vacation Employment."

.50 EXCEPTIONAL CHILDREN.

Our ignorance of how far the present school conditions and lack of development of children are due to poor training and how far to immaturity. The two dangers—of neglecting or repressing the natural growth; or forcing it. The child who might have been a genius, but had not the opportunity; the child who never could be one and failed of normal childhood by overstrain.

A watch that runs too fast needs regulating as much as the one which runs too slow.

The pros and cons of discussion and explanation with children: such problems as whether to give scientific explanations and terms, fairy tales, the Santa Claus myth, etc., etc.

The encouragement of resourcefulness and inventiveness and the sense of responsibility; at what age and how far and what kind of responsibility children can take.

The method followed by Sidis, Berle and others, as to the parents' part; its results; possibilities opened.

Practical Problems.

Can a precocious child be educated so as to remain normal?

Does the school stunt the child mind?

Monograph.

*"The Exceptionally Bright Child."

"The Backward Child."

Social Problems**.62 COMPANIONSHIP.***The Child's Attitude Towards Persons.*

Account of the instincts of imitation, showing off and leadership, and how they are the basis of our social attitudes.

The little baby: his relative solitude; rise of imitation and sympathy, pity and affection; social importance of learning to talk.

The little child, especially the kindergarten child; his solitary play; attitude towards other children; gradual development of sociability.

The school child: child companions and friends; qualities children like in their friends; lack of permanence in friendships; wise regulation by parents of friends; the child without playmates; the only child. Beginning of spontaneous clubs and societies.

The Adolescent's Attitude Towards Persons.

The adolescent ferment and its significance. Here note especially that the attitude towards all persons is greatly altered—we take up in detail adolescent friendships and organizations.

Friendships, in both boys and girls: chums and cronies and best friends—the qualities most liked; hero worship and idealization; the good and bad possibilities here. The difficult situation for parents.

Organizations: the rise of the gang; its spirit; its good and bad possibilities; how can it be utilized?

Boys' and girls' social organizations are discussed later.

The Home as a Social Center.

The parents and the children's friends; what is the mother's responsibility here? What are the children's rights? The results of prohibiting bringing home friends, repressing social plays, never having guests at meals, etc. Advantages of knowing the children's friends. Training in hospitality and social arts.

Monographs.

"The Gang Instinct: Its Development and Care."

*"The Home as a School for Social Living."

.621 Getting Along Together.

Solitary vs. sociable; the growing congeniality; the lonesome child; self-consciousness; the problems of older and younger children.

The progressive adjustment of parent and child to each other; living lovingly together; keeping the child's confidence; the educational opportunities furnished through parent comradeship.

Practical Problems.

How to deal with teasing.

How to deal with bullying.

How to deal with unfairness.

How to develop appreciation of each other among brothers and sisters.

How much authority should be given to older children?

How to make table talk more profitable?

Monographs.

*"The Problems of Teasing, Quarrelsomeness and Bullying in the Home."

"How to Cultivate Unselfishness."

Suggestion and Imitation.

Definition and kinds of suggestion (including control and conariness), with illustrations and statement of relations to memory and habit.

Imitation and relations to suggestion. Plastic imitation and invention.

Use of suggestion and imitation in training: What children imitate at different ages; age of greatest suggestibility—resumé of observations on this, small and others; how to make suggestions effective—manner, voice, etc., characteristics of the suggestive idea, avoidance of opposing ideas.

Practical Problems.

Suggestion as a form of management.
Suggestion in school.

Monograph.

"The Child Who Is Easily Influenced."

.623 Affection.

A study of the development of affection in children; adolescent affection; coquetry; courtship; love and friendship; the larger love.

The friendships of the adolescent boy and girl and how to deal with them; the first love (or sentimentality);—how shall it be treated so as not to hurt the youth? Courtship—what it is and should be; the mother's attitude towards son or daughter and the prospective child; normalizing the courtship by aid of the family life; place for calls; protection and chaperonage, etc. What is the parent's influence in the choice of the child? (Here should be treated the whole attitude of the parents towards the children's relations to those of the opposite sex—the silly talk of some to babies about little lovers; the perpetual teasing in some families, etc., etc., and a presentation of the ideal attitude.)

Engagements: what should they signify? How much freedom should they involve? The young man's and the young woman's attitude, attentions to others, etc. Best length for an engagement.

Practical Problems.

How to deal with "calf love."

The relation of the home to the courtship of its daughters.

The problem of holding the affection of children through adolescence.

Monograph.

"Love in a Child's Life."

*.63 SOCIAL LIFE.**.631 Manners and Etiquette.*

A simple discussion of the attitude of children toward the social customs of society; a little manual of courtesies.

Practical Problems.

Why do children never behave so well away from home?

Ought we to maintain the customs of society in the home circle?

Monograph.

"Etiquette and Manners for the Home."

.632 Parties and Entertaining.

Practical suggestions for simple and novel forms of home entertaining.

Practical Problems.

How to entertain a lot of children at once.

What to have for refreshments.

Monographs.

- "How to Get Up a Party."
 *"Rural Recreation Through the Church."
 *"Social Plays, Games, Old Folk Dances," etc.

*.633 Dancing.**Dancing.*

What dancing is: its wider meaning—its antiquity, relations to religion and art; our modern degradation of it with rather full account of what forms of the dance should be tabooed and why; restoration of the ancient desirable forms; what is to be gained by it: the physical gain—value of this form of exercise, dexterity and grace obtained; mental and moral gains in rhythmic movement, in symbolic movement, in free expression of glad emotions, etc.

The revival of folk dancing: account of the movement and what it has done for the dancers.

A selected list of dances, description of how to do them.

List of books which give dances, the best starred, number of pages, publishers, cost, etc.

Practical Problems.

How shall we set up proper standards in the minds of our children as to dancing?

Monograph.

- *"Folk Dancing."

.634 Festivals.

A short sketch of the history of the festival and of its place in the common life; celebrating the great feast days in the home, the school and the community; the pageantry movement, and its adaptability to small communities; the church festivals, especially Christmas; the secular days, especially the Fourth of July.

Practical Problems.

How to have a sane Fourth.

The worthy church celebration of Christmas.

Monograph.

- "A Little Book of Festivals."

.635 Boys' and Girls' Clubs.

What we can learn from the spontaneous organizations of children; mass and group clubs; neighborhood clubs; athletic clubs; clubs for sociability; clubs for literary or musical practice; for informal study; clubs for work; secret societies; clubs for walking and camping; high school fraternities and sororities; clubs for moral ends; church clubs; analysis of some popular organizations; the King's Daughters, the Campfire Girls, the Sunshine Society; the Boy Scouts, the Knights of King Arthur; the Christian Endeavor Society, etc.

Practical Problems.

Shall our children have clubs?

Shall our boy join a high school fraternity?

Monographs.

- *"Suggestions for the Organization and Conduct of Boys' Clubs."
- *"Boys' and Girls' Clubs."
- "High School Societies."
- *"The Boy Scouts."
- *"The Campfire Girls."
- *"The Knights of King Arthur."
- *"The Queens of Avalon."

.64 VOCATION.

.641 *Self-Knowledge.**Monograph.*

"How to Know Yourself."

.642 *Opportunities.**Agricultural Occupations.**Farming occupations.*

The underlying instincts: child's attitude towards the earth—playing with it, digging, planting, etc.; his attitude towards plant life—caring for plants, nutting, berrying, etc., etc.; the educational use of the instinct; school gardens, garden cities, agricultural training, schools of forestry and woodcraft. The parents' attitude towards these instincts: how far should they be encouraged in every child? What is the good of playing with dirt and messing with plants? Are there any special traits that qualify a child to be a successful farmer, and if so, what? Or a forester?

Farming as business in the United States; here should be briefly given the number of farmers, the average returns, the possibilities, disadvantages and advantages, etc.

Stock raising and handling. The underlying instinct: love of animals—child's attraction to them, longing for pets, etc. What the mother's attitude should be; is there any use in having the house turned into a zoo?

As a business: prominent forms, such as dairying and breeding cows; horse breeding; sheep; poultry; dogs; pigeons, etc., rabbits, bees. (Same general form as for farming.)

Scientific aspects of farming and stock raising. Biology, botany, zoology, chemistry, all the problems of heredity, conservation of national resources, etc. The American Breeders' Association and heredity. Darwin and breeders.

Other occupations: fishing, hunting, trapping, etc.

Same general plan as before.

Industries.

The building trades. Underlying instincts: desire for shelter; instinct of workmanship.

Child's ability and love of building with blocks, making doll's house, playhouse, etc.; educative value. The trades growing out of this; lumbering, lumber making; carpentry; furniture making, etc.

(Same subheads as under farming.)

Child's work with clay, similarly ; brick making and laying ; cement. Use of stones for building.

Engineers, machinists and electricians.

Love of machinery in the child : same subheads as before.

Work with metals. Same general outline as with other trades.

Mining. Same general outline as with other trades.

Leather and its products. Same general treatment as with other trades.

The point to be emphasized throughout is how far each child should have some home occupation in the line concerned ; what he will gain from it ; what are the indications of unusual aptitude which might make him successful if he chose that trade for his life work ; what are the opportunities for the average worker in that trade in this country.

. Scientific aspects : development of the sciences from the arts and the interaction today between science and art ; applications of chemistry, physics, etc.

Commerce.

Underlying aptitudes : property and money sense ; love of barter ; other qualities.

Training : courses and schools for bookkeeping, typewriting and stenography, library work, salesmanship, buyers, agents, bankers, etc. Higher schools, such as School of Commerce of University of Chicago.

Opportunities for rising in these ; average earnings, lowest and highest. Supply and demand.

Home Occupations or Domestic Science.

Underlying instincts : hunger, manipulation of things ; love of fire ; instinct of workmanship ; imitation.

Child's interest and ability—amount possible at different ages ; educative value in the activity ; mother's attitude towards the child.

Cooking as a trade : same general headings as in other trades.

Domestic service : same general headings as in other trades.

Work with Textiles : sewing, weaving, etc.

The underlying instincts : warmth and adornment. Development of the child's interest and ability, and its educative value.

The various trades : dressmaking ; millinery ; factory work—weaving in its various subdivisions, etc. Possibilities in each trade, and disadvantages.

Educational aspects : domestic science training in public schools ; trade schools for girls, etc. (including here cooking) ; housekeeping and home making as a profession.

"Applied Arts" ; Arts and Crafts movement ; architecture ; household decoration ; pottery, basketry, hand weaving, etc., etc.

The Learned Professions: Teaching Law, Medicine and the Ministry.

Teaching : underlying instinct the parental one ; the qualities of a good teacher—from the pupils' standpoint and from the test of efficiency. Why girls go into teaching.

Teaching as a profession in this country : training required ; political aspects ; average salary of rural school, grade, high school and college teachers. Supply and demand.

Law: underlying basis, sense of justice; qualities of a good lawyer; temptations in the practice of law; training; value of influence; length of time to become self-supporting; average, highest and lowest incomes; supply and demand.

Medicine: underlying basis—will to live, fear of death, sympathy. The child nurse; qualities of a good doctor; also of a successful one; temptations; hardships; training—high specialization of today; length of time to become self-supporting; average income and lowest and highest; supply and demand.

The Ministry: underlying basis, awe and spiritual insight; qualities of the true "man of God"; temptations of the modern ministry; training; range of income; supply and demand.

Other Professions to be noted briefly.

Monographs.

*"Choosing a Career" (for boys).

"Wage-Earning Occupations for Boys and Girls."

.643 Guidance.

Vocational Guidance.

Breadth of the term and tendency to narrow it to directing children into trades. Brief description of the vocational bureau and counsellor.

Complexity of the problem of vocational guidance if we take the personality into account as well as openings in occupations. Dangers in it if some one who does not know the child well attempts to decide his vocation; opposite dangers of absolute neglect by parents and their ignorance of possible occupations and training for them.

How parents can lighten the problem: Here the editor will have a chart or charts worked out of points to be observed by parents and recorded from time to time, which are significant for success in various occupations. They would have the same object as Parson's lists which he used and had those who consulted him use, but they could be planned to run over years and be put in much more attractive form and untechnical terms. One important feature of them is to aid parents in distinguishing the liking and tastes for music, art, soldiering, etc., etc., which all children have from the deeper lying interest which should be the basis of the life work.

The attitude of parents towards children's occupational interests: Children's thoughtlessness largely the reflection of parents'. General attitude should be always that of deep and rather serious interest when a child says he or she is going to be this or that; talk with the child of his own ability for the occupation mentioned, of its hard side as well as its pleasant, etc.

Practical Problem.

When can parents and children learn about the opportunities in a given occupation? Advancement in it, etc., etc.

Monographs.

*"Vocational Guidance."

*"Assisting the Boy in the Choice of a Vocation."

*"Assisting the Girl in the Choice of a Vocation."

"Training the Girl to Help in the Home."

.65 CIVICS AND PATRIOTISM.

Monograph.

"Training a Child to Be a Good Citizen."

Moral Problems

.72 GOVERNMENT.

Educational use of pain and pleasure: The reactions to physical pain and pleasure are so prompt all through childhood that the temptation and spankings, but depriving of some food, or giving a favorite food or candy, etc. But punishments and rewards should be the natural consequences of the act—as far as possible imitating nature; they should be invariable; they should be just strong enough to secure the act; whenever possible they should be of the same kind and degree that the child will receive for the same act wherever he is or however old he is; as far as possible, and as soon as possible, other forms of pleasure and pain should be substituted for mere bodily forms.

Critique of common forms of physical punishment and reward: slapping, spanking, whipping, etc.; difference between private and public forms; forcing child to sit in chair, stand in corner, shut in dark closet, go to bed in daytime, etc.; hygienic aspects; forming bad emotional connections with innocent acts; giving and depriving of favorite foods—training in indulgence here—child should always have all needed food and never more, nor less, no matter how he acts.

Holding the confidence of the child; talking and not talking—the time for each; giving many ideals to choose from—the part of literature, biography and history; guiding the adolescent to wise self-observation and control; giving him some family history—others who have his characteristic virtues and defects, and how they have dealt with them; eminent ancestors and a good family pride; enabling the child to profit by the parents' own victories and defeats; eminent townsmen and compatriots, etc.

Final general resumé of what can fairly be expected of a boy and a girl of sixteen in the practice and knowledge of virtue.

Practical Problems.

Monographs.

*"The Government of Young Children."

*"The Government of Children Between Six and Twelve."

*"The Government of Adolescents."

*"The Punishment of Children."

*"The Punishment That Educates."

*"Some Maxims of Home Discipline."

.73 IDEALS AND INSPIRATIONS.

Ideas and Morality.

Limitations of mere habit when confronted with new situations; the work of ideas or mental images, with illustrations; relation of ideas

to ideals, invention, art and literature; the relation of ideas to action—brief statement of the neural basis, with illustrations, of the sensori-motor arc, of the development of reflection and inhibitions. Dangers in the two extremes of impulsive action (Othello-like) and highly abstract thought (Hamlet-like). How can we train the child to the happy mean of good judgment and effective action? Ignorance and crime.

Children's Ideals.

What boys and girls want to be at different ages; why do they so choose? Summary of observations.

Practical Problems.

The value and danger of day-dreaming.
How can better choices be secured?
How to inspire ambition.

Monograph.

"Ideals and Inspirations for Our Children."

.74 DEVELOPING THE MORAL AND RELIGIOUS LIFE.

A discussion of the old questions as to whether morals can be taught, or ought to be taught; indications of ways direct and indirect and means formal and informal of helping the young to moral ideas and ideals and resolutions.

Aids and Methods of Teaching Morality.

Description of foreign and American systems of texts; systematic use of anecdote, biography, etc., at opening exercises of school; the photograph method; suggestion and hypnotism. Other methods,—Japanese, Jewish, Catholic. Biography as an aid. Value of these in inspiring; danger of boring; limitations at the best.

Practical Problems.

Shall I allow my child to sin through ignorance?
Is high school helping or hindering the moral development of my children?

Monographs.

"The Need and Scope of Moral Training."
*"Moral Education."

.741 *Developing the Moral and Religious Life Through the Home.*

Moral gains and losses of modern home conditions; gearing the home for the child; precept and example; moral habits in the home; silent influences of ideals; special moral opportunities.

Reading the Bible, learning verses, etc.—the growing feeling against indiscriminating reading of all parts to or by children; great lack of familiarity with it today; its value both as literature and religion; how can parents secure a knowledge of it by children.

Sunday observance—the continental Sabbath; the true Sunday.
Family prayers and grace.

Practical Problems.

What does religious training embrace?
When shall a child be taught to pray? What prayers shall he be taught? How can willing praying be obtained.
When shall he begin to go to Sunday School? to church? If unwilling to go, shall he be forced?
The development of loyalty to home standards,
Mother's room and its influence.
Bedtime talks.
How give the child an attractive conception of religion?
How shall the mother make God's presence real to the child?

Monographs.

"The Home and Religion and the Child."
*"Happy Sundays for Children."
*"Sunday Play."
"Interesting Children in the Bible."

.742 Developing the Moral and Religious Life Through the School.

Much of this is covered in the description of various national systems of teaching morals, but there will be a special monograph upon the moral influence and curriculum of the school, embodying such matters as: Activity in school as a moral force; moral influence of handicraft; the moral influence of the regular curriculum; formal or disciplinary studies; the use of good books in the schoolroom; the teacher as a moral force.

Practical Problems.

How can we contribute to the moral influence of our schools?
What moral minima have we a right to expect of the school product?

Monograph.

*"Moral Training Through the Schools."

.743 Developing the Moral and Religious Life: Through Other Agencies.

The community life as a moral force; the city government and its influence on children; the recreational resources of the community as a moral influence; street life and morals; the moral values and perils of rural life.

Practical Problems.

Are our children morally safe in our community?
The perversion of youth: particular persons and influences that touch our own children.
Social amusements for the young in our community.

Monograph.

"The More Beautiful Ordering of Life in America."

*"Why Boys and Girls Go Wrong."

.75 THE CHURCH AND RELIGIOUS EDUCATION.*Sunday Schools.*

Recent changes in Sunday School courses of instruction; outline of the modern curriculum and how it is related to child nature—appeal of the Old Testament to the child; of the story of Christ to the adolescent; tendency to abolish dogma and theology.

New methods of teaching: introduction of graded courses; of object work, kindergarten methods, and other devices long used in public schools, paying teachers, etc.

Other Church Influences.

Religious worship; the social life of the church; the church as an opportunity for service.

Practical Problems.

Shall our children be obliged to go to church?

How shall we enrich the church life for the sake of our children?

Monographs.

"The Church and the Baby."

"The Modern Sunday School."

"The Church Living with Its Children."

*"Social Service for Young People."

.76 SPECIAL VIRTUES (Punctuality, Helping at Home).

Special monographs, as required. See also .361, .366, .42, etc.

.77 SPECIAL PROBLEMS.*Children's Faults, or True Virtue versus Adult Convenience.*

Relativity of the virtues to conditions; illustrations of the different estimates put on an act by parent, child and teacher; brief summaries of Kozle, Marro, Sears and Triplett giving the teachers' and parents' view of children's faults; analysis of these faults into those due to unnatural conditions, to exactions too great for the child's maturity; and to true defect.

Study of some special faults:

Truancy, running away of the little child, and running away of the adolescent; the instinctive basis; other causes such as curiosity, monotony, fear of punishment, etc.; removal of such causes; how can the instinct be wisely and safely gratified? Aid given by travel, camping out, long excursions for the day, a forest or mountain to explore, etc., taking lunch and building fire to cook it, etc. Aid in literature.

Lies: the varying motivation for lies—imaginative lies, lies from fear, lies to gain an advantage, altruistic lies, lies of the hysteric or neurotic, for the pleasure of power or enjoyment of one's own cleverness, etc. Study of each type by itself—at what age it is likely to rise; its effect on the child's character, and so its serious or slight import-

ance; how to deal with it—whether to ignore it, punish, use moral suasion, etc. See also .35.

Petty thieving: the child's property sense; its rudimentary character; usual failure to develop it at home—child has not the control of his own clothes or toys or anything; how can respect for "thine" be developed? How shall we deal with petty thefts?

(Faults arising from emotional disposition, such as jealousy, envy, anger, hate, bullying, teasing and cruelty are discussed in the section on feeling.)

Thrift.

Developing a right attitude toward money; pride of possession; the allowance question; saving and using money.

Monographs.

- "Faults or Fault-Finding."
- *"How Children Can Earn Money."
- *"Teaching the Boy to Save."
- *"Teaching the Girl to Save."
- *"Truth-Telling."
- "The Child Who Puts Off."

.81 BODY, MIND AND SPIRIT (General home training).

A monograph suggesting a program for the home training of the *whole* child, summing up many things that have been said before, but furnishing a general handbook in brief form for the earnest and practical parent.

Other monographs upon general home training of children, graded to suit the different periods of development, follow. These, too, are general, covering the whole field, and intended to be supplemented, in detail and upon particular problems, by other monographs in the series.

Practical Problems.

- What is my program for my *whole* child?
- Praise as a means of home training.
- What is a good "bringing-up?"

Monographs.

- "A Program for the Home Training of Children."
- *"The Education of a Baby Until It Is One Year Old."
- "The Education of a Young Child."
- "The Education of a Child from Six to Twelve."
- "The Education of an Adolescent."
- "The Relation of Habits to Moral Development."

Equipment

.92 HOME LIFE.

Household management: the housemother; the household arts; standards of living; household accounting; the choice of a home; furnishing the various rooms; the care of the house.

Material aspects of the home: the children's share in the house; their own rooms, and substitutes for these if the house is too small for them; ownership and control of individual things—chairs, toys, etc., books, pictures, etc. Rooms for receiving children's guests and especially the young girl's; home gymnasium workshop, etc.

Practical Problems.

How shall the house-mother be something more?
Planning a house for children.

Monographs.

*"Healthful Homes."
*"*Household Management.*"
"*The Child's Room.*"

.93. HOME HELPERS.

Schools of Mothercraft.

Housemaids and Nursegirls.

Child Welfare Organizations.

Brief account of the great types of organizations for social recovery and the work accomplished by each, *e. g.*, milk depots; Society for Prevention of Infant Mortality; for improving condition of the poor; S. P. C. C.; work for girls who have gone wrong, etc., etc. Final section on care of neglected and dependent children, and discussion of institutional versus home life for them, with account of the organizations which find homes for them.

Brief account of the great organizations for formative work with children, particularly the American Institute of Child Life.

Practical Problems.

How can a girl be trained to be a wife and mother?
The housemaid problem.
Social organizations that stand back of the home.

Monographs.

"Schools and Studies for Mothercraft."
"The Housemaid Question."
*"*Information Leaflets of the Various Child Welfare Organizations.*"
*"*The American Institute of Child Life.*"

.94 NEEDS OF PARENTS.

Monograph.

"Education for Parenthood."

.95 NEEDS OF TEACHERS.

Monograph.

"The Demand for a True Profession of Teaching."

.96 NEEDS OF PASTORS.

Monographs.

"The Minister as a Teacher."
"The Call of the Boy."

.97 NEEDS OF SOCIAL WORKERS.

Monograph.

"The Child as the Center of Social Effort."

.99 GENERAL BIBLIOGRAPHIES AND LISTS OF THINGS.

Aside from the references at the end of nearly every one of the monographs, the Institute has in its possession over one hundred different bibliographies of the main topics relating to the home and the child. These will be printed as they are demanded. Both those in print and in manuscript will be loaned upon request. At present the Institute has in print the following lists of books:

- *Bibliography of Play.
- *Bibliography of Recreation.
- *Bibliography of Stories.
- *Graded List of Toys and Occupations.
- *Guide to Reading in Social Ethics and Allied Sub-
- *Books About Hygiene and Physical Education.
- *List of Books for Parents and Teachers.
- *Contemporary Biography.
- *List of One Hundred Entertaining Biographies.
- *Bibliographies of Child Study (for Various Years).
- *Bibliography About Boys.
- *A Complete Handbook of Religious Pictures.
- *Bibliography of Household Management.
- *List of Books Relating to Household Arts.
- *Books on Home Building.
- *List of Books on Moral Training.
- *Bibliography of Education in Agriculture and Home.
- *A List of Books Upon Industrial Arts.
- *Bibliography of Gardening.
- *Education.
- *Bibliography of Experimental Pedagogy.
- *Two Hundred Best Books for Boys and Girls.
- *Lists of Material for Sunday School Use.

INDEX TO THE "SURVEY"

The member is occasionally hunting up some topic which she does not readily find by looking through the Outline of the Survey. For her aid this index is printed.

Note that the numbers below are not page-numbers; they are decimals which indicate at what point in the classification of the "Survey" the monographs or discussion upon the subject is placed.

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HELPFUL PROGRAMS TO GUIDE THE MOTHER'S READING

Sometimes a "study-course" appalls a busy mother. A *reading-guide*, however, is a help to her, because it shows her where to find just what she wants in the shortest time.

These are reading-guides. They are intended to be used by the parent for ten-minute daily snatches at a time, or for the longer and quieter hour on Sunday. They are also planned to be used in mothers' clubs for co-operative study. For clubs meeting monthly, selections of sub-topics should be made. The material is sufficient for clubs that meet as often as once a fortnight.

Many clubs use these programs alternately with our *Monthly Bulletin* and Mrs. Grice's letters. When the program is used as a guide, each member should be assigned some small topic for brief individual report. Probably it will be better to hear all the reports together early in the session, and then choose from them the one that seems likely to be most fruitful for the general discussion.

However these programs are used, the mother should try out the suggestions that come to her out of this reading in her own home. If further difficulties arise, write frankly to Mrs. Grice.

In the second set of readings a considerable number of books is referred to. It is to be remembered, however, that many of these references are alternative. By choosing those from a single book the reader will not need to use many volumes. On the other hand, there are mothers, and especially groups of mothers, who either have excellent libraries within reach, or who will be glad to pass the books from hand to hand. The Institute will loan its individual members any of the books mentioned here, and groups of members may thus have at hand the entire collection needed. Our Local Librarian will return the books that have been borrowed, and will assist in renewing the loan collection.

The secretaries of the Institute will be glad to prepare special reading-courses for individuals or clubs upon topics which have not been included here, or more detailed courses upon those which are here only briefly considered.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM
WHICH TOPICS MAY BE SELECTED
FOR
DISCUSSION AT THE MEETINGS OF CHILD LIFE CHAPTERS

"REAL PROBLEMS OF REAL CHILDREN"

This program has been compiled from the actual questions which have been most frequently submitted to the Institute by parents. These are the real problems which American parents to-day are facing with their children. The course is planned for ten months. Fourteen topics, however, are suggested, with the thought that a Club or individuals who study them shall make a choice from this number. Then they may also extend over into a second year of study, in which case the Institute will be glad to suggest additional topics, or by that time members themselves may know what other matters they wish to discuss.

Only six books are necessary for this course. A few other books are suggested for voluntary use. The necessary books are as follows:

| | |
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| The Mother's Book. | <i>Burrell.</i> |
| As the Twig Is Bent. | <i>Chenery.</i> |
| The Coming Generation. | <i>Forbush.</i> |
| The Care and Training of Children. | <i>Kerr.</i> |
| The Dawn of Character. | <i>Mumford.</i> |
| Child Nature and Child Nurture. | <i>St. John.</i> |

The books for voluntary reference are as follows:

| | |
|----------------------------------|------------------|
| How to Tell Stories to Children. | <i>Bryant.</i> |
| Teaching Children to Study. | <i>Earhart.</i> |
| Home and School. | <i>Grice.</i> |
| Education by Plays and Games. | <i>Johnson.</i> |
| Home Occupations. | <i>Johnston.</i> |
| Training the Boy. | <i>McKeever.</i> |
| Children's Gardens. | <i>Parsons.</i> |

Some special monographs are referred to below, issued by the Institute, which will be given to members upon application.

I. PHYSICAL HABITS:

| | |
|--|----------------------------------|
| Thumb-sucking and Nail-biting, etc. | Kerr, 214-221; Mumford, 213-225. |
| The Problem of Cleanliness. | Kerr, 62-67. |
| Habits in Eating. | Mumford, 74-77; St. John, 14-18. |
| Self-consciousness and Shyness. | Special Monograph. |
| Habit Forming. | Chenery, 89-104; Mumford, 73-83. |

II. PHYSICAL PROBLEMS:

- Clothing. Kerr, 29-37; Burrell, 170-173; Special Monograph.
- Diet. Kerr, 38-58, 121-123; Burrell, 166-170, 278-281; Special Monograph.
- Sleep. Kerr, 69-78; Burrell, 164, 165.
- Nervousness and Restlessness. St. John, 1926; Kerr, 138; Mumford, 188, 189.
- Peevishness. Chenery, 111-131; Mumford, 182-184.
- Fears. St. John, 32-45; Special Monograph.
- Self-control. Burrell, 205-208, 254-256.

III. OUTDOORS:

- Pets. McKeeever, 30-35; St. John, 83-86; Burrell, 292-297.
- Love of Nature. Newman, 231-259; Burrell, 228-231; Special Monograph.
- Children's Gardens. Parsons, 1-36.
- Profitable Vacations. Forbush, 224-234; McKeeever, 25-52.

IV. PLAY:

- The Value of Play. Forbush, 203-206; Johnson, 3-25.
- Suitable Games. Forbush, 209-211; McKeeever, 75-104; Burrell, 177-181.
- Athletics. Special Monographs, McKeeever, 91-104.

V. PARENTS AND CHILD:

- How to Know Our Children. Kerr, 132-138; Mumford, 196-210; Burrell, 284-287.
- The Child's Room. Kerr, 17-28; Forbush, 272; Burrell, 174-177.
- Doing Things Together. Forbush, 65-67; Burrell, 181-185; Special Monographs.
- The Children's Hour. Forbush, 29-38; Burrell, 263.
- Stories and Story-telling. Bryant, as needed; Special Monograph.
- The Matter of Obedience. Chenery, 32-43; Kerr, 146-161; Burrell, 197-202, 266-268; Special Monograph.
- Punishment. Kerr, 162-189; Mumford, 112-130; Forbush, 69-71; Burrell, 193-197; Special Monographs.

VI. ABOUT THE HOUSE:

- Neatness and Order. Burrell, 208-210, 234-238.
- Punctuality. Burrell, 211, 212.
- Home Occupations. Johnston, as needed; Burrell, 216-220; Special Monographs.

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|---------------------------------|---|
| Helping About the House. | Chenery, 105-115; Special Monograph. |
| Allowances and Money. | St. John, 102-106; Chenery, 64-77. Burrell, 212-216; Special Monographs. |
| Music and Pictures in the Home. | Burrell, 220-224. |

VII. LIVING WITH OTHERS:

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| How to Deal with Teasing. | Special Monograph. |
| How to Deal with Boasting and Bullying. | Burrell, 265, 266. |
| How to Deal with Jealousy. | Special Monograph. |
| How to Deal with Thoughtlessness. | Special Monograph. |
| How to Deal with Impudence. | St. John, 87-90; Burrell, 245, 246. |
| How to Deal with Obstinacy. | Special Monograph. |
| How to Encourage Fairness. | Special Monograph. |
| How to Encourage Unselfishness and Generosity. | St. John, 67-86; Chenery, 21-31; Mumford, 139-148. |
| Training the Child to Love. | St. John, 57-66; Chenery, 44-63. |

VIII. HOME AND SCHOOL:

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|------------------------------------|--|
| How a Child Does its Thinking. | Forbush, 24-28. |
| How to Deal with Curiosity. | Mumford, 149-156. |
| What the School is Trying to Do. | Kerr, 93-131; Forbush, 101-105, 112-134, 162-174. |
| How to Co-operate with the School. | Burrell, 185-189; McKeever, 15-24; Grice, as needed. |

IX. READING AND STUDY:

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|--|---|
| How to Help a Child to Learn to Study. | Earhart, 139-175. |
| Concentration and Perseverance. | Special Monograph. |
| Interest and Ambition. | Forbush, 121-123. |
| The Child who Shirks. | Special Monograph. |
| The Child Who Does not Like to Read. | Special Monograph. |
| The Question of Music-practice. | Special Monograph. |
| Directing our Children's Reading. | Kerr, 188-191; Burrell, 189-193, 305-309; Special Monographs. |

X. SOCIAL PROBLEMS:

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|-------------------------------------|---------------------------------------|
| Manners. | Chenery, 94-98; Mumford, 135-138. |
| The Gang. | Forbush, 39-43, 81-83; Kerr, 192-196. |
| The Child Who is Easily Influenced. | Special Monograph. |
| Parties and Entertaining. | McKeever, 131-146. |
| Picture Shows and the Theater. | Kerr, 197-201. |

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| High School Fraternities. | Forbush, 153-160. |
| The Getting Away from Home. | Forbush, 53-59. |
| The Beautiful Ordering of Community Life. | Forbush, 241-269. |

XI. THE ANGER INSTINCT:

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|--------------------------|---|
| Temper and Passion. | St. John, 52-56; Chenery, 78-88; Mumford, 192-195; Burrell. |
| Quarreling. | Mumford, 180-182. |
| The Matter of Fighting. | Forbush, 6-12; Burrell, 253, 254. |
| The Right Uses of Anger. | St. John, 46-51. |

XII. TRUTHFULNESS:

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|---|--|
| How to Help Proper Imaginativeness. | Chenery, 8-20; Kerr, 140, 141. |
| How to Hinder Wrong Imaginativeness. | Mumford, 40-53, 160-162; Forbush, 16-22. |
| How to Deal with Children's Lies. | Kerr, 180-187. |
| How to Teach Property Rights of Others. | Burrell, 202-205. |
| Honesty and Honor. | St. John, 97-99; Kerr, 202-205. |
| | St. John, 100, 101. |

XIII. SOME SPECIAL PROBLEMS OF ADOLESCENCE:

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|--|--|
| New Conditions: What Must be Expected. | Forbush, 13-15; Burrell, 239-243. |
| How to Provide for the New Needs by Sex Education. | St. John, 27-31; Kerr, 206-213. |
| How, by Sex Ideals. | Mumford, 157-160; Special Monograph. |
| The Dangers of the Period. | Forbush, 172. |
| The Opportunities of the Period. | Forbush, 138; Special Monograph. |
| The Religious Significance of the Period. | Forbush, 132-3; Special Monograph. |
| The Outlook Toward Vocation. | Forbush, 13, 14, 48, 49, 53-56, 337. |
| | Forbush, 136-150; Burrell, 231-234; Special Monograph. |

XIV. SOME RELIGIOUS PROBLEMS:

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| The Religious Life of the Child. | Mumford, 162-170; Forbush, 44-51. |
| Teaching to Pray. | Chenery, 132-142; McKeever, 348-358. |
| Explaining the Bible. | Chenery, 143-151; Mumford, 170-177. |
| Church-going. | Forbush, 331-334. |
| Better Sunday Schools. | Burrell, 224-228. |
| How to Enrich the Church Life of our Children. | Forbush, 326-340. |
| Happy Sundays in the Home. | Forbush, 246, 341-357. |
| | Special Monograph. |

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM
WHICH TOPICS MAY BE SELECTED
FOR
DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS

PROBLEMS OF MOTHERS OF CHILDREN OF VARIOUS AGES

I.

THE BABY

THE BABY:

- What does he bring into the world?
- Biography of a Baby (Shinn), Chapter II.
- Compare the widely held theories of heredity.
- Parenthood and Race Culture (Saleeby), Chapter VII.

THE BABY'S DEVELOPMENT:

- What evidence do we have that the baby is conscious of sensation?
- Biography of a Baby, Chapter III.
- The progress of sense perception.
- Biography of a Baby, Chapter IV.
- The baby's grasp.
- Biography of a Baby, Chapter VII.
- The era of finding things out by handling them.
- Biography of a Baby, Chapter VIII.
- What makes the baby right-handed?
- Mental Development (Baldwin), Chapter IV.
- Creeping, walking, speaking.
- Biography of a Baby, Chapters XI and XII.

THE BABY'S CARE:

- Sleep, exercise, clothing, fresh air, diet.
- Care and Feeding of Children (Dr. Holt).
- Care of the Baby (Dr. Griffith).
- Monograph on "The Proper Diet for Children under Five" (Louise Hogan).
- Pamphlets on "The Care and Feeding of Children" published by Cornell University, Parts 1 and 2.
- What about his environment; his playthings?
- Froebel's Gifts (Kate Douglas Wiggin).
- What is to be provided to please his eye, his ear, his taste?
- Kindergarten in the Home (Newman), Chapter I.
- The use of color, rhythm, form.
- Kindergarten in the Home, Chapter II.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM
WHICH TOPICS MAY BE SELECTED
FOR
DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS

II.

THE LITTLE CHILD FROM TWO TO FIVE

WHAT TO EXPECT PHYSICALLY:

- Weight, height, teeth, digestion, muscles.
- Care of the Baby (Griffith), pages 54-67.
- The Care and Feeding of Children (Holt), page 36.
- Provision of food, clothing, air, exercise.
- The Care and Training of Children (Kerr), pages 7-8.
- We and Our Children (Woods Hutchinson), pages 25-40.
- Unusual bodily characteristics.
- The Child (Tanner), page 3.
- In what points is the child like the adult? In what unlike?
- Facts in comparative development.
- The Development of the Child (Oppenheim), pages 11-37.

DEVELOPMENT OF POWER IN THE YOUNG CHILD:

- Importance of building the positive side of the child's nature so that nothing need be torn down later.
- Training of the senses and the physical activities.
- A Study of Child Nature (Harrison), pages 13-32.
- What do we mean by the feelings?
- How are they to be educated?
- The Natural Way (Du Bois), pages 69-75.
- The feelings and their expression.
- First Steps in Mental Growth (Major), Chapter IV.
- Use of toys to stimulate affection and sympathy—dolls, etc.
- Animal pets.
- Study of Child Nature (Harrison), pages 60-75.

CONDUCT:

- Is a spirit of submission natural to children?
- How cultivate obedience, in habit and in spirit?
- The Mother's Book (Burrell), page 12.
- Monographs of the Institute.
- Discipline. Punishment or penalty.
- The Punishment That Educates (Gilman).
- Making the Best of Our Children (Wood-Allen), Chapter IV.
- Right and wrong punishment.
- Study of Child Nature (Harrison), Chapter VI.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM
WHICH TOPICS MAY BE SELECTED
FOR
DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS

III.**THE YOUNG CHILD****WORK AND PLAY:**

- Importance of both. How contrasted; how similar?
The Individual in the Making (Kilpatrick), pages 18-24.
- How cultivate pleasure in work?
Education by Plays and Games (Johnson), pages 17-25.
- The educational influence of games, sense perception, co-operation with others, training of the will.
Education by Plays and Games (Johnson), Chapter II.
- What are the common play activities of the second and third years?
First Steps in Mental Growth (Major), Chapter XII.
- What plays are adapted to children between four and six?
Education by Plays and Games (Johnson), pages 86-93.
- "What can I do?" Practical suggestions.
Home Occupations for Boys and Girls (Bertha Johnston).
Home Occupations for Little Children (Katherine Beebe).
The Little Folks' Handy Book (Lina Beard).
Institute monographs.

STORIES:

- Educational value of the story.
Stories and Story Telling (St. John), Chapter I.
- Story telling vs. story reading.
Story Telling; What to Tell, and How to Tell It. (Lyman), Chapters II and III.
- Selection of stories for little folks. Why "Goldilocks" or "The Three Pigs?"
How to Tell Stories to Children (Bryant), Chapter II.
- How to tell a story.
Story Telling in Home and School (Partridge), Chapter III.
Stories to Tell to Children (Bryant), Chapter IV.
- Bible stories.
The Art of Telling Bible Stories (Moulton).
Bible Stories and Character Building (The After School Club).

MENTAL POWER:

- Memory.
First Steps in Mental Growth (Major), Chapter X.
The Child (Tanner), Chapter VI.
- Imagination.
The Child (Tanner), pages 120-126.
First Steps in Mental Growth (Major), Chapter XI.
- What is a concept—a percept?
The Child (Tanner), Chapter VIII.
- Dawn of reason.
Studies of Childhood (Sully), Chapter III.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM

WHICH TOPICS MAY BE SELECTED

FOR

DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS

IV.

THE CHILD APPROACHING SCHOOL AGE

CHARACTER BUILDING:

Tendencies and habits.

Dawn of Character (Mumford), Chapter VI.

The Child, Home and School (Lutes), Chapter XIV.

The nature of fear; how to deal with it. Has it any place in moral training?

Child Nature and Child Nurture (St. John), pages 31-39.

How to deal with the sensitive child.

Child, Home and School (Lutes), Chapter XVI.

Anger. The belligerent little boy.

The Coming Generation (Forbush), pages 6-14.

How to deal with the passionate temper.

Child, Home and School (Lutes), pages 52-55.

Self-control.

Child, Home and School (Lutes), Chapter X.

The nature of love and the purposes it serves.

How to train the love impulse.

Child Nature and Child Nurture (St. John), pages 57-65.

How to develop and train the will—how shall we lead the child to *desire* to do right?

The Dawn of Character (Mumford), pages 84-111.

The Training of Children (Dinsmore), Chapter XVII.

Property rights—Are you as careful to respect your child's property as you expect him to be in regard to yours?

Child Nature and Child Nurture (St. John), pages 95-105.

Pride of possession.

How to Train Children (Hewitt), Chapter VII.

Discipline—Its place in education.

Dawn of Character (Mumford), Chapter IX.

Punishment.

Child, Home and School (Lutes), pages 97-104.

EDUCATION:

Kindergarten theories. "Self-making."

Letters to a Mother (Blow), pages 35-66.

Contrast kindergarten theories with the ideas of Madame Montessori.

Is it possible that while the kindergarten directs the child too much, he is directed too little under the Montessori Method?

Children's Rights (Wiggin), pages 39-45.

Kindergarten Principles and Practice (Wiggin), pages 2-22.

The Montessori Method—How lessons should be given, pages 107-118. Teaching reading and writing, pages 246-270.

Education outside the school room through Nature, play, travel, stories, pictures, music, gardening, use of tools.

Some Silent Teachers (Harrison), pages 79-133.

Training of the Human Plant (Burbank), Chapter II.

The Child (Tanner), Chapter XVII.

The Normal Child in Primary Education (Gesell), pages 223-228.

Home Occupations (Johnson).

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM
WHICH TOPICS MAY BE SELECTED
FOR
DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS

V.

THE CHILD OF PRIMARY SCHOOL AGE

YOUR CHILD'S SCHOOL AND TEACHER:

Why send a child to school at six—because it is customary or because his development calls for it.

The value of drill—of stimulus from other children.

How to Study (McMurry), pages 285-292.

Youth (Hall), pages 4-5.

Your child steps out of his home into a social universe when he enters school. Is any preparation to be made for these new experiences?

Education (Thorndyke), pages 79-87.

Emmy Lou (Martin), Chapters I and II.

The School and Society (Dewey), Chapter II.

Which is more important—your child's teacher or the subjects she teaches?

The Unfolding of Personality (Mark), page 153.

New Demands in Education (Munroe), pages 70-84.

The Career of the Child (Groszmann), Chapter I.

Youth (Hall), pages 210-211.

What happens when a child is pushed? What happens when there is insufficient supply for his mental cravings?

The Career of the Child (Groszmann), pages 231-233, 251-253.

The School in the Home (Berle), Chapter I.

Is there anything of interest to the mother in the development of certain exceptional children—Carl Witte, William Sidis, Winifred Stoner?

The School in the Home (Berle), Chapters III and VII.

Do these instances indicate waste in our conventional educational methods?

The School and Society (Dewey), Chapter III.

The School in the Home (Berle), Chapter IV.

How to Study (McMurry), pages 246-256.

How co-operation may be secured between home and school.

Social Aspects of Education (King), pages 29-37, 65-75.

Home and School (Grice).

YOUR CHILD'S STUDIES:

Ought we to expect little children to study? Why not guide rather than convey?

How to Study (McMurry), Chapter I.

Home, School and Vacation (Winsor), page 62.

Education (Thorndyke), pages 196-197.

Most children will work at anything that interests them. What are the interests of early childhood?

Directing or repressing them.

The Child (Tanner), Chapter XII.

Our Children (Carus), pages 147-161.

A rational course of study.

The Career of the Child (Groszmann), pages 79-94.

The Three Rs—is there any hurry about teaching the young child to read?

The Career of the Child (Groszmann), pages 210-213, 130-134.

The Normal Child and Primary Education (Gesell), pages 195-222.

Our Children (Carus), pages 103-108, 134-139.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM
WHICH TOPICS MAY BE SELECTED
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DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS

VI. THE DEVELOPMENT OF THE CHILD FROM EIGHT TO TWELVE

HANDICRAFT:

- The Hand—touch and the appreciation of beauty.
The Normal Child and Primary Education (Gesell), pages 84-105, 181-186.
- Expression through the hand.
Career of the Child (Groszmann), pages 102-114.
- "Manual training, when properly understood and rightly carried on, bears directly and deeply upon co-ordination, creativeness, culture, and character."
- New Demands in Education (Munroe), Chapter XVI.
- What can be done in training in industrial activities without tools and equipment?
The Place of Industries in Elementary Education (Dopp), Chapter V.

DRAWING:

- The scribbling period—drawing to express humor, dramatic situations, etc.
The Normal Child and Primary Education (Gesell), Chapter IX.
- What children draw.
The Child (Tanner), Chapter XVIII.
- New Methods of teaching drawing.
Public Education in Germany and the United States (Klemm), Chapter XXX.
- Study of beauty through art.
A Guide to Pictures (Caffin), pages 11-20.
- What pictures should hang in the schoolroom, and why? Practical suggestions for framing and hanging.
Picture Study in Elementary Schools (Wilson). This book gives a list of pictures for every month of the year, with descriptions and stories connected with each picture or artist.

MUSIC:

- The universal love of rhythm.
The Child (Tanner), Chapter XVII.
- The development that comes through tone, rhythm and time.
Musical Education (Lavignac), pages 66-75.
- Shall I spend money for music lessons when my child gives no evidence of musical talent?
Institute Monographs.
- The proper age to begin the study of music, and how to teach music to young children.
Musical Education (Lavignac), Chapter V.
- How one mother cultivated the musical tastes of her young children.
Institute Material.
- Some systems of piano teaching—Fletcher, Dunning, "Color in Music."
Institute Material.
- Where to place the mechanical piano player, the victrola, etc., in musical education?
Our Children (Carus), pages 140-146.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM
WHICH TOPICS MAY BE SELECTED
FOR
DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS

VII.

MORALS AND MANNERS**TEACHING THE ORIGIN OF LIFE:**

Who is to teach it?

The Renewal of Life (Morley), Chapter II.

A child's curiosity—shall we answer his questions truthfully?

The Dawn of Character (Mumford), Chapter XI.

When shall we tell the facts of life origin, and how shall we present them?

The Renewal of Life (Morley), pages 25-39.

False Modesty (Lowry), Chapter VIII.

Nature's lessons made plain—flower babies, bird babies, mother's baby.

Confidences. Talks with Girls (Lowry), Chapters II, III, IV.

Truths. Talks with Boys (Lowry), Chapter VI.

Renewal of Life (Morley), Chapter V and VI.

How to discuss sex questions with boys and girls approaching adolescence.

The method of presentation at different ages.

From Youth to Manhood (Hall).

The Strength of Ten (Hall)

Sex Education (Wile), Chapters I, II, III.

QUALITIES OF CHARACTER:

Truthfulness—the difference between an untruth and a lie. Treat the cause and not the symptom.

Mothers' Book (Burrell), pages 113-114.

Our Children (Carus), pages 22-27.

Sincerity. Speaking the truth in your heart—keeping faith with the child.

Ideals for Girls (Learned), pages 126-132.

Our Children (Carus), pages 28-34.

Papers by Felix Adler.

Affection and sympathy. What are native tendencies.

Essentials of Character (Sisson), Chapter I.

Willing, unwilling and glad obedience. The will and the way.

Child, Home and School (Lutes), Chapter VIII.

On the Training of Parents (Abbott), Chapter II.

Habit—law and growth.

The Dawn of Character (Mumford), Chapters V, VI.

Child, Home and School (Lutes), Chapter XIV.

The Essentials of Character (Sisson), Chapter IV.

The use of biography in holding up ideals of character to the child.

Character Lessons in American Biography (White).

Noble Lives and Noble Deeds (Horton).

MANNERS:

When does the child get them. What have refined surroundings to do?

Child, Home and School (Lutes), Chapter XIII.

Boys, Girls and Manners (Hall), Chapter II.

Courtesy and graciousness.

Ideals for Girls (Learned), Pages 34-39, 190-196.

THE CHILD'S RELIGION:

Training in reverence and faith. The child at the church service.

A Study of Child Nature (Harrison), Chapters VIII, XIV.

Child, Home and School (Lutes), Chapter XVIII.

The natural religion of children.

The Child and His Religion (Dawson), Chapter II.

The Essentials of Character (Sisson), Chapter X.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM
WHICH TOPICS MAY BE SELECTED
FOR
DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS

VIII.

BOOKS AND READING

FOR VERY SMALL CHILDREN:

- Why do little folks like repetition? (The House That Jack Built.) Why the grotesque? (The Goops.) The humorous? (The Three Little Pigs.) Rhythm, jingle, Mother Goose?
- Finger Posts to Children's Reading (Field), Chapter X.
- A Mother's List of Books for Children (Arnold), pages 21-32.
- Illustrations. The baby's picture book.
- Finger Posts to Children's Reading (Field), Chapter IX.
- The Children's Reading (Olcott), Chapter V.
- Institute Material.

FOR THE OLDER CHILDREN:

- The fairy tale—why and what?
- Don't hamper a child's power by shutting the door on imaginative literature at the time he craves it.
- Literature in the Elementary School (McClintock), Chapter VI.
- Finger Posts to Children's Reading (Field), pages 81-87.
- The Children's Reading (Olcott), Chapter VII.
- The myth as literature.
- How does fable, myth or mediæval legend stimulate moral ideas?
- Finger Posts to Children's Reading (Field), pages 89-102.
- Stories and Story-Telling (St. John), pages 17-23.
- Literature in the Elementary School (McClintock), Chapter VII.
- What are good stories?
- Stories and Story-Telling (St. John), Chapter V.
- Early Childhood (McMillan), Chapter VII.
- Reading many books. The child's idea of a book; the parents' idea. The story interests of childhood—"Books and firelight and children's faces."
- The Children's Reading (Olcott), Chapter III.
- Stories and Story-Telling (St. John), Chapter V.
- The Coming Generation (Forbush), Chapter VIII.
- A discriminating love of books is one path to cultivate the importance of the children's department of the public library. The right person in charge.
- Finger Posts to Children's Reading (Field), Chapter VII.
- Poetry. The child's native love of rhythm and his pleasure in æsthetic form.
- The Children's Reading (Olcott), Chapter IX.
- Literature and Life in School (Colby), pages 46-57, 84-106.
- History—to know what men have done.
- Biography—to know the men who have done it.
- The Children's Reading (Olcott), Chapter XII.
- The reading of the adolescent. Why adventure, romance, fiction?
- The right use of newspapers and magazines. Pernicious Sunday supplements, good books and poor ones.
- The Boy Problem (Forbush), pages 150-157.
- Literature in the Elementary School (McClintock), Chapter XVII.
- Institute Material.
- The service of literature in education.
- Literature in the Elementary School (McClintock), Chapter II.
- The real function of literature—is it to acquire knowledge, to teach morals, to form ideals, or to reveal life?
- Literature and Life in School (Colby), Chapter I.
- Literature in the Elementary School (McClintock), Chapter III.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM

WHICH TOPICS MAY BE SELECTED

FOR

DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS

IX.

BOYS AND GIRLS IN COMMUNITY LIFE

SOCIAL LIFE:

The child is educated through association with his fellows—the chum, the comrade, student organizations in the High School.

The Coming Generation (Forbush), pages 39-42, 151-159.

The limitations of city life. Have we too much isolation and too little privacy?

The Coming Generation (Forbush), pages 60-68, 271-272.

Church and Sunday School—their social province.

The Coming Generation (Forbush), Chapter XXX.

AMUSEMENTS:

Wise and otherwise.

Home, School and Vacation (Winsor), pages 160-190.

Dancing—its benefits and evils. Physiology, rhythm, physical training.

The Healthful Art of Dancing (Gulick), Chapter V.

The dramatic instinct—its educational and moral significance.

The Children's Educational Theatre (Herts). Papers by G. Stanley Hall, Percival Chubb and Dr. James Walsh.

Moving-pictures pro and con.

The Coming Generation (Forbush), pages 250-253.

Pageant and folk festivals—spirit and method.

The Coming Generation (Forbush), pages 253-254.

Folk Festivals (Needham), Chapters II and V.

ENTERTAINMENT:

Children's Parties. Games. Diversions.

See Circulating Library volumes by White, Bancroft, Wells, Linscott, etc.

OUTDOOR ENTERTAINMENT:

The vacation habit—camps and camping.

The essentials and program of a camp.

The Coming Generation (Forbush), Chapter XXI.

Boy Scouts.

Camp Fire Girls.

Institute Materials.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS**FROM****WHICH TOPICS MAY BE SELECTED****FOR****DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS****X.****"THE GIRL AND THE WOMAN"****NEW CONDITIONS:**

Yesterday and Tomorrow. My mother in her home, and my daughter in hers.

The Women of Tomorrow (Hard)—Introduction (Zueblin), Chapter III.

Ideals for Girls (Learned), pages 220-226.

The Education of Women (Talbot), Chapters I and II.

The industrial change.

The domestic change.

The Education of Women (Talbot), pages 10-15; 38-41.

The vocations open to women.

Institute Material.

Extracts from educational and economic pamphlets and books.

The Education of Women (Talbot), pages 50-58.

How To MEET THEM:

Education, physical training.

The Women of Tomorrow (Hard), Chapters II and III.

Woman and Womanhood (Saleeby), Chapter VIII.

Ideals for Girls (Learned), Chapters XI, XIX, XXIX.

The Education of Women (Talbot), Chapter XVIII.

The Normal Department of a State University merged into a "Female College"—Curriculum.

The Education of Women (Talbot), Chapter XIII.

YOUR DAUGHTER:

The young girl in your home—her health, her companions, her boy friends, her reading, her aim, her future.

Ideals for Girls (Learned), pages 29-33; Chapters XII, XIII, XVIII and XXIV.

Girls and Education (Briggs), Chapter I.

Youth (Hall), Chapter XI.

Institute Material.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM

WHICH TOPICS MAY BE SELECTED

FOR

DISCUSSION AT MEETINGS OF CHILD LIFE CHAPTERS

XI.

"THE BOY AND THE MAN"**THE BOY HIMSELF:**

- Do you comprehend him?
- Can a mother understand impulses and instincts that she has never experienced?
- Why so few fathers remember the boy feelings, the boy attitude.
 - The Boy and His Gang (Puffer), pages 1-7.
 - Boy Training (Alexander), pages 49-51.
 - Building Your Boy (Wayne).
- Where the father is needed—his responsibility. What characteristics in a father most appeal to his boy?
 - The Boy Problem (Forbush), pages 193-198.
 - Your Boy, His Nature and Nurture (Dickinson), Preface and Introduction.
- How the nature of the boy differs from that of his sister.
- Why does he like to tease; to fight?
 - The Boy and His Gang (Puffer), Chapter VI.
 - The Coming Generation (Forbush), Chapter II.
 - Boy Life and Self-Government (Fiske), Chapter III.
- Can a boy in process of development be designated as "good" or "bad?"
 - Your Boy, His Nature and Nurture (Dickinson), Chapter III.
 - The Boy and His Gang (Puffer), Chapter VII.
- The boy's bumps and epochs. His motives and his failures.
 - That Boy of Yours (Kirtley), pages 51-59; 149-164.
- The boy's acquisitiveness. The effect of having common possession; of collections.
 - The Boy and His Gang (Puffer), Chapter VIII.
- The Wanderlust and the Woods—Indians and Cowboys.
 - The Boy and His Gang (Puffer), Chapter IX.
 - The Coming Generation (Forbush), Chapter VIII.

HIS REQUIREMENTS:

- His environment, his home, his family.
 - Your Boy, His Nature and Nurture (Dickinson), pages 35-50.
 - That Boy of Yours (Kirtley), pages 183-200.
 - The Boy and the Church (Foster), Chapter II.
 - The Boy Problem (Forbush), Chapter VII (The Coming Generation Chapter IX).
- His friendships, his companions—the gang.
 - The Boy and the Church (Foster), Chapter VI.
 - That Boy of Yours (Kirtley), pages 99-103.
 - The Boy and His Gang (Forbush), Chapter III.
- Boy Problem (Forbush), Chapter III.
- Boy-made societies.
 - Boy Life and Self-Government (Fiske), Chapter VI.
 - The Boy and His Gang (Forbush), Chapter XII.
- Man-made organizations.
 - The Coming Generation (Forbush), Chapter XXXI.
 - That Boy of Yours (Kirtley), Chapter XXII.
 - The Boy Problem (Forbush), Chapter IV.

SUGGESTED READINGS FOR INDIVIDUAL MOTHERS

FROM
WHICH TOPICS MAY BE SELECTED
FOR
DISCUSSION AT THE MEETINGS OF CHILD LIFE CHAPTERS
XII.

EDUCATION AND VOCATION

NEW DEMANDS:

Preparation for an active life must come through participation in duties, opportunities, privileges. How to make this participation accessible to young people and interesting to them.

The Modern School (Hanus), Chapter I.

The Gary experiment.

Current Educational Activities (Garber), pages 176-182.

Working "against the grain."

The "average boy" and his grievance.

Does our modern High School curriculum challenge a boy's interest and capacity?

The Modern School (Hanus), pages 71-85; Chapter IV.

New Demands in Education (Munroe), Chapter I.

Process of formation vs. process of information.

An inconsistent and inadequate course of study in High Schools.

The Modern School (Hanus), pages 36-39; 211-219.

Current Educational Activities (Garber), pages 182-185.

New Demands in Education (Munroe), Chapter III.

Education for industry.

New Demands in Education (Munroe), Chapter VII.

Education for business.

New Demands in Education (Munroe), Chapter X.

Education for citizenship.

New Demands in Education (Munroe), Chapter VIII.

VOCATIONAL EDUCATION:

The boy who leaves school at fourteen—the reason for it; his future.

The Modern School (Hanus), Chapter II.

Current Educational Activities, pages 97-123 (Garber).

Social Aspects of Education (King), pages 144-160; 165-170.

Modern Demands in Education (Munroe), Chapter VI.

Some sensible changes in school work proposed.

The Boy (Fowler), pages 25-39.

Institute Material.

The People's School (Weeks), Chapter IV.

History of the vocational movement—American and foreign experiments.

The Vocational Guidance of Youth (Bloomfield), pages 25-84.

Reports on Vocational Education in Chicago, Boston, Philadelphia.

Institute Material.

Vocational training for girls.

The Education of Women (Talbot), Chapter XIV.

The People's School (Weeks), Chapter V.

Vocations for the Woman (Perkins).

Woman in Modern Life (Barnes), Chapters V and X.

HIGHER EDUCATION:

Why send a boy to college? Are the successful men of to-day college men?

Current Educational Activities (Garber), pages 213-220.

The Boy (Fowler), pages 130-164.

Why Go to College (Cooper), Chapter IV.

The Utility of Higher Schooling (Crane), pages 119-149.

Higher education of women.

The Education of Women (Talbot), Chapters XVI and XVII.

Woman in Modern Society (Barnes), Chapter III.

SUGGESTIONS FOR CHILD LIFE CHAPTERS

OF MOTHERS AND TEACHERS

HOW ORGANIZED.

In many places our Field Secretaries discover that there is a desire or need among mothers who become members to study their home problems together. We urge, wherever possible, that these Child Life Chapters be affiliated with existing organizations, since it is not the work of the Institute to duplicate any helpful institution already established. It is often possible to constitute these mothers into a section of the local woman's club. Sometimes the Parents and Teachers' Association desires to organize a special group to study the home problem as distinct from the school problem. There is also a very strong movement, which is being fostered by the Religious Educational Association, to develop parents' classes in Sunday Schools where children may be studied regularly and consecutively. If eligible, the Chapter may well be federated with the State Federation of Women's Clubs.

WHERE TO MEET.

If the study group is affiliated with some society already formed, it would naturally share its place of meeting. Where it is organized independently, it is often possible to secure the use of some woman's club room or church parlor, or to arrange to meet in turn at the homes of the members. The schoolhouse is often employed for such a purpose, and school teachers are frequently active in the leadership of such clubs.

WHEN TO MEET.

When the Chapters meet in a schoolhouse, they are usually called together on Friday afternoons at the close of school. Young mothers, especially in homes where the fathers are down town for lunch, often meet late in the morning and bring or prepare a simple lunch together, which constitutes the social ending of the study hour.

WHAT LIMITS FOR THE CLUB.

It has been found by experience that a membership of about thirty-five is as large a group as can work informally and effectively together. Where a larger number desire to join, it is best to divide the Chapter into sections which meet separately.

The Chapter should, as far as possible, be limited to mothers who have children of about the same age, or who have similar interests and social circumstances. Large numbers at first are not desirable. Better ten workers than forty drones.

The Chapter should decide at the beginning whether it shall take any part in civic discussions or activities, or be purely a Child Study Club. It should also determine once for all whether it will discuss miscellaneous literary subjects. There is surely a large place in every com-

munity for an organization which refuses to scatter, and devotes itself to the one topic of child life. Mrs. Edwin C. Grice urges that, whatever be the aim of the Chapter, it should begin by taking up the subjects in which the home is deeply interested. Then it may broaden out into community subjects, and later turn toward the great social movements.

WHAT TOPICS TO USE.

It is believed that the material furnished by the Institute in its reading lists, its *Magazine Bulletin*, and the outline of the Survey forms a splendid basis for club work. The monthly *Bulletin*, with its valuable reprint, its review of the current phases of discussion about children, and its inspiring letter from Mrs. Grice, is itself a handbook, an inexpensive textbook for one or more meetings. The reading lists, referring as they do to books which may be selected by the individual as part of their own libraries, with the added advantage of the free loan of books from the circulating library, forms another helpful line of endeavor. The two plans may be used alternately, in the clubs which meet oftener than once a month. Another valuable source for topics and programs is the outline of "The Survey of Child Life," printed in this handbook. In this will be found an extensive list of topics with explanations to show possibilities of treatment; a list of practical problems under each for discussion, and a list of the monographs furnished by the Institute, which constitute short and inexpensive reference papers for those who are preparing papers or taking part in discussion.

WHAT TO READ.

It is recommended that the members of the Chapter read a *few books carefully* upon a few topics. Nothing could be better than that each member of a study group should read in turn all of the half dozen books which the Institute suggests with each one of its reading lists. This Institute is also glad to place at the disposal of its members or groups of members books from its circulating library for special references or to supplement those that are made the textbooks of any course. The circulating library contains every book which is likely to be used for any purpose by any Child Life Chapter.

THE LEADER.

Apparently the most formidable difficulty is that of securing a *leader*. "Many," says Prof. E. P. St. John, "would turn first to a pastor, but there are difficulties there. If he has no children the presumption is that he knows nothing about how those of others should be trained; if he has them, they serve as awful examples of his incompetence. Perhaps there is a kindergartener who through study and experience knows much of the training of the young child, but she has little knowledge of the specific problems of home training, and the mothers give her credit for less than she has. Certain mothers are very tactful and successful in the training of their own children, but their methods are not the only good ones, and indeed could not possibly be used by some others."

Such are some of the difficulties which one must face at the outset of such work, but they are less serious than they seem. It should be understood at once that willingness to give dogmatic instruction is the prime evidence of unfitness for the leader's office. That which is desirable is not so much formal teaching as tactful leadership. Thoughtful discussion and free expression of varying convictions and experiences, following the presentation of certain fundamental principles concerning which there can be little difference of opinion, is doubtless the ideal mode of conducting such a club. If the Chapter were composed of grandmothers whose convictions were based on a lifetime of experience, and had taken form in long-accustomed habits, it is doubtful that much change of opinion would result, nor would it be a matter to regret, for their children would have received their training long before; but mothers, and particularly the younger ones whose work is chiefly before them, are meeting real problems that must be solved, and are very ready to learn from those who do not repel by too much assumption of wisdom and authority. Indeed we may be sure that those who do not learn in this way would not be moved by dogmatic assertion.

Of course a strong, wise leader is desirable, but where no one is willing to assume such an office admirable work can be done if the mothers, in turn, will make simple reports of their reading or experiences, and the President of the club will act as umpire. Surely there is in every community some woman who is wise enough to ask questions, even if she does not feel competent to answer them, and the alert questioner is often of greater service to a study group than a dogmatic answerer.

THINGS TO AVOID.

Avoid the discussion of other people's children. There is nothing mothers are more sensitive about than the matter of their own methods of home discipline. Let one of the rules of the Chapter be the avoidance of personalities.

Avoid the discussion of your own children as such. Nothing is more tiresome than the mother who uses the club as a means of exploiting either her own ability or her own offspring.

Avoid length. Have the papers short; have the time allotted to each person who enters into each discussion short; have the meeting short.

Avoid the theoretical. Even Froebel is perilous to many mothers. Whatever is mystical or allegorical had better be reserved for personal reading. Let each question focus upon the real problems of real mothers.

Avoid the abnormal. Most mothers are not competent to discuss abnormal physiology or psychology, and many mothers are needlessly alarmed by statements put forth carelessly by amateurs. If the Chapter takes up such topics, hear from a real authority.

Do not meet in any home where for any reason any of the members would feel uneasy to come.

Keep the discussion always above the level of gossip. The purpose of the study is not to reveal the failings of our neighbor's children, but to find out how to bring up our own children.

Employ personal illustrations in the discussions, but impersonally stated. As Mrs. Mary Wood-Allen suggests, "Instead of saying, 'I have such and such problems with my children,' say, 'supposing such and such problems present themselves to the parent, what is the best method of procedure?'"

Avoid discussing several topics at one meeting. One, or at most two, is more effective.

GOOD THINGS TO DO.

Begin with prayer, audible or silent.

Let each member answer the roll-call with a quotation.

Two or three times a year at least, break bread together.

Sometimes have a good sing.

Have a question-box.

Once in a while set aside a meeting of the children with their parents.

Occasionally ask in an expert to talk, and answer questions.

Be sure to have a reception to fathers at least once a year.

If the topic of discussion does not include the age of your own children's lives, or does not seem to apply to your own immediate problem, remember that you are a member of the Chapter in order to get a wider outlook than that of your own home and your own children. You can meet your own problem better if you become a large enough woman to see the problems of others.

Constitution and By-Laws

The following sample Constitution is suggested in places where it seems desirable to give the study group a separate existence:

Article I.

This organization shall be known as "THE
of"

Article II.

The object, or purpose, of this organization shall be to promote the complete development of the child. To that end, it is our desire to instill into the minds of mothers the highest conceptions of motherhood; to direct the mother in her study of the child; and to apply this knowledge and direction practically in the home life of the child.

Article III.

No dues, or assessments of any kind, shall ever be charged against any member of this CLUB, but voluntary contributions from any person will be accepted at any time.

Article IV.

The regular meeting of this CLUB shall be held, on the day of each calendar month; however, the day of this meeting may be changed by consent at the last meeting preceding. The hour of meeting shall be o'clock in the, and it is to continue until, unless sooner adjourned.

Article V.

Fifteen members of this CLUB shall constitute a quorum for the transaction of business, but a less number may adjourn the meeting to another day. A majority vote, when a quorum is present, shall be sufficient to decide any question, or pass any resolution or express the election of any matter coming before the CLUB for consideration.

Article VI.

The officers of this CLUB shall be PRESIDENT, VICE-PRESIDENT, SECRETARY and CHAIRMAN OF COMMITTEES ON "MEMBERSHIP," "PROGRAM," "LIBRARY," and "PRESS."

Article VII.

SECTION 1. The President shall preside at all meetings of the CLUB, calling the same to order; preserve order; supervise and direct the progress of the business coming before the meeting; and generally act as the head of the CLUB and members when in business session.

SEC. 2. The Vice-President shall act in the place and stead of the President during the latter's absence or disqualification.

SEC. 3. The Secretary shall attend to the correspondence of the CLUB; to service of all notices, as to meetings, assignments of duties to members and other matters to which the members are entitled to knowledge; to keep in her custody the papers and books of the CLUB, or other records; to take the minutes of the CLUB.

SEC. 4. The Chairman of the Program Committee shall preside at the deliberations of the Program Committee, and report the result thereof to the Secretary of the CLUB.

SEC. 5. The Program Committee shall be appointed by the President of the CLUB. It shall be the duty of the Program Committee to provide full, complete and detailed programs of business to come before the CLUB, and to that end it shall select subject matter to be presented before the CLUB, from time to time, and designate members or other persons to present these subject matters at such meetings. The program for each meeting shall be ready at the meeting preceding, to give the participants ample time to prepare their material for delivery and presentation.

SEC. 6. The Library Committee shall be elected by the Chapter, but the Librarian, who shall be the Secretary, shall always be, ex-officio, a member of this committee. It shall be the duty of this committee to take general charge of the library of the Chapter, including both the books which may belong to the Chapter and those which may be loaned to it by the Institute. It is also the duty of this Committee to circulate the books of the library systematically among the members and to arrange to assist the Librarian in the return to and interchange of books with the Institute.

SEC. 7. The Membership Committee shall be elected by the Chapter. It shall be the duty of the Membership Committee to discover and present to the Chapter those who it believes are likely to become interested and acceptable members. All reports upon persons suggested by any member for membership shall be made by this Committee, and action upon the same shall not be taken until the next meeting of the Chapter.

SEC. 8. The Press and Reception Committees shall be elected by the Chapter. It shall be the duty of the Press and Reception Committees to give dignified publicity to the Chapter, to receive speakers and distinguished guests, and to take charge of the social meetings of the Chapter.

Article VIII.

The election of all officers shall be held annually at the meeting in The election shall be by secret ballot, in open meeting, in the following manner: The Secretary shall furnish blank slips of paper of uniform size and shape, and pass one slip to each member present; then each member present, if there be a quorum, shall write thereon her choice for President. The person receiving the highest vote shall be President, and the person receiving the second highest vote shall be Vice-President. A similar ballot shall then be passed again to each member for the election of Secretary, and the person receiving the highest number of votes shall be elected Secretary. No names shall be placed in nomination at such election, nor shall any recommendation be made at such election to influence the electors in their voting.

Article IX.

The CLUB may, by a majority vote, declare vacant any office when the holder thereof shall be absent for three consecutive meetings without good excuse, notice having been given at a previous meeting that such motion would be made; also where any officer refuses or neglects to perform her duties. Members may be dropped for non-attendance or being persistently absent for meetings, similar notice having been given at a meeting before such action is taken.

Article X.

Members shall be elected by a two-thirds majority vote.

Article XI.

Two meetings of the year shall be "Guest Day" for the entertainment of persons not members, and such "Guest Day" shall be designated by the membership at the meeting preceding such "Guest Day."

Article XII.

These ARTICLES, and any part thereof, may be amended at any meeting by a vote of two-thirds of the members present.

REFERENCES.

A reasonable number of copies of any of the following leaflets will be furnished to clubs whose members are members of the Institute, without charge, upon request:

"HOW CAN THE HOME AND THE SCHOOL GET INTO CLOSER RELATION," by Mary V. Grice. Reprinted by the Institute.

"HOW TO CONDUCT MOTHERS' CLUBS," by Mary Wood-Allen. Published by Crist, Scott and Parshall, Cooperstown, N. Y.

"MOTHERS AND TEACHERS' CLUB BOOKLET," by Della Thompson Lutes and Elizabeth Evans Pettinger. Published by Crist, Scott and Parshall, Cooperstown, N. Y.

"PARLIAMENTARY USAGE," by Mrs. Emma A. Fox.

THE INSTITUTE'S STAFF OF LECTURERS

So many of our Child Life Chapters are asking for lecturers whom we can recommend that we have decided to keep such a list for reference. The following persons need no introduction. They are among the most distinguished specialists and speakers in America. Some of them have only a limited time which they can give to such service and must be engaged months in advance. The Institute makes no charge either to its Chapters or to the speakers for bringing them together. Where Chapters find that a special concession is necessary, let them frankly say so. Often the Institute can arrange this. Chapters that wish, with limited means, to arrange courses will be gladly given the names of acceptable speakers at moderate cost. Details as to dates, fees and topics of any of the lecturers named below will be given to members by the Institute. In addition, the Institute can often arrange for lectures by other distinguished speakers, whose position or engagements preclude their being named in this list.

- Ernest H. Abbott, author of "The Training of Parents."
 President William Lowe Bryan, Indiana University.
 Dr. Richard Burton, University of Minnesota.
 Dr. Henry Turner Bailey, editor of the *School Arts Magazine*.
 Dr. Martin G. Brumbaugh, Supt. of Schools, Philadelphia.
 Dr. Earl Barnes, author of "Studies of Childhood."
 Dr. Henry F. Cope, Secretary of the Religious Education Association.
 Hon. J. D. Eggleston, Supt. of Public Instruction, Virginia.
 Dr. Luther H. Gulick, author of "The Efficient Life."
 John E. Gunkel, founder of the Toledo Newsboys' Association.
 Dr. Edward Howard Griggs, author of "Moral Education."
 Mrs. Mary V. Grice, founder of the Home and School Associations.
 Frederick B. Greul, D.D., Brookline.
 Dr. Allan Hoben, University of Chicago.
 President David Starr Jordan, Leland Stanford University.
 Dr. Shailer Mathews, University of Chicago.
 Dr. Helen McMurchy, Toronto.
 Professor William A. McKeever, author of "Training the Boy."
 President S. C. Mitchell, University of South Carolina.
 Dr. Helen C. Putnam, ex-President of the American Academy of Medicine.
 Professor Marvin V. O'Shea, author of "Dynamic Factors in Education."
 J. Adams Puffer, author of "The Boy and the Gang."
 Professor Edward P. St. John, author of "Stories and Story-Telling."

Dr. Samuel C. Schmucker, author of "The Study of Nature."
Principal Myron T. Scudder, of the Scudder Collegiate School.
Mrs. Anna Garlin Spencer, Hon. President of the Child Welfare League.
Professor Henry W. Thurston, New York School of Philanthropy.
Dr. E. M. Tuttle, Cornell University.
Richard T. Wyche, President of the National Story-Tellers' League.

SOME ACTUAL CORRESPONDENCE OF THE HOME COUNSEL SECTION

COUNSEL FOR PARENTS.

The longer the workers of the Institute pursue their delicate and difficult task, the more they appreciate the worth of the persons who are fathers and mothers in our average American homes. The troubles they present to the Institute are often, indeed usually, homely in nature. They range from nail-biting to "tantrums," and from first love to the choice of a vocation. But they are earnest problems, and the parents are eager to know the solutions. And the Institute is inspired by this eagerness to become of real service.

Three facts enable the Institute to serve parents.

One fact is *Information*. No other institution has at its disposal so complete an equipment and so many outreaching lines to the sources of wisdom.

Another fact is *Patience*. The executives of the Institute realize that child-nurture does not consist in the performance of miracles. It is a long and gradual process. The counsel of the Institute is not regarded by those who proffer it as constituting prescriptions for immediate cures, but only as suggestions for continued treatment. The Institute is willing to give a great deal of time and care to children who require special help, and it is trying to educate its members who are parents to report to them, from time to time, as to their progress and to unite with the secretaries of the Institute in well-thought-out and persistent programs.

The other fact is *Sympathy*. "No man," says Stevenson, "is useless while he has a friend." So far this Institute has avoided being institutional. Often the principal thing parents need is the consciousness that there is someone in the world who is interested in them, who has met some of their problems and who has an unselfish interest in helping to solve them. This is the attitude which is maintained by the persons who constitute the contact between parents and the resources of the Institute.

That the helpfulness of the Counsel Section is real and is appreciated is often brought tenderly to our attention. One mother wrote Mrs. Grice the other day that she had come to put her letters beside her Bible and was in the habit of reading both together for comfort. Another writes fervently: "Life seems easier with such a help by one's side." A third said that, if she could, she would use money to endow such a method of "appealing direct to the child and the mother," instead of endowing Carnegie libraries. A father writes: "Your service to our children has gone far beyond the commercial transaction. May you and yours be richly blest as you minister over the land."

Just a word of practical suggestion as to how the mother may feel herself constantly in contact with the Institute.

Of course the mother does not have either time or need to *write* the Institute *daily* for help. What is recommended is that she shall look ahead a little and plan so that the counsel and assistance she

wants may spread evenly over a considerable space of time. For example, she may encourage the children to write "Uncle Nat" in turn, so that they may all be having always a new letter with its fresh suggestions to enjoy together. Let her send for a pamphlet from the Survey or borrow a book from the library, the use of which will solve the problem of home occupations, for instance, for a whole month. Let her encourage one of the more active children to join a circle of The After School Club, whose handicraft or exchanges will furnish him continuous enjoyment. She has not time to do much reading, but let her read daily a short chapter in "The Mother's Book" or follow up just one topic suggested in the reading guides, with the help of the free monographs and a borrowed volume. When the children are hungry for a fresh book or interest, let her borrow a book from "Uncle Nat" or ask him for the loan of one of his traveling collections. And when there comes the need of comfort, let her jot down even in pencil on her mother's notebook a few lines to Mrs. Grice, or, if she prefers, slip them in with the child's letter to "Uncle Nat." And let her not forget that the Institute has special help ready for the summer vacation, the convalescent child, the Sunday walk, the talk at table and the trip with the children on the train.

The correspondence of the Home Counsel Section is, of course, held private. The accompanying letters, reproduced without the places and names, are inserted to show how varied are the inquiries and needs which come to Mrs. Grice and how tactful and versatile the Home Counsel Department is in meeting them.

One of the most frequent troubles that comes to our offices is that of the quarrelsomeness of young children. In response to a difficult case of this kind, Mrs. Grice wrote as follows:

DECEMBER 17, 1912.

My dear Mrs. M——:

Thank you so much for your kind, cordial letter. It is always so good when the new members start right in and take advantage of their privilege of writing and asking for any help that we can give them. I am sending you some monographs today and may I also suggest that you send for some of the books from the Circulating Library, any one of which you can keep for a month and get another on its return. Have you ever read "Making the Best of Our Children" (2d series) by Mary Wood-Allen? To my mind it contains a great deal that is helpful.

In regard to the children's disagreeing among themselves: one of the earliest lessons in life is the thing that they are bound to be taught in later years, that is, that society will not tolerate people who do not make themselves agreeable, so that if one or other of the girls is at fault in these disturbances of which you speak, I should very quietly let her know that she must go off to a room by herself until she can come back and be pleasant with the others. You know, my dear Mrs. ———, our whole social structure is built up on that—we must make ourselves agreeable to one another, and besides, it is the foundation of all Christian life that we must give in to one another.

I have known many cases where putting a child aside into a room to herself has proved a most helpful lesson. If I were you, I would try it, but I would not try it unless I had firmly made up my mind to stick to it if that should occur. If you make that rule, and any of the children create a disturbance, the one who has made the unpleasantness must go apart until she can come back in a better frame of mind. If, then, you stick to that rule, I feel sure you will see a great difference in a short time.

Hoping to hear from you soon again, I am,

Sincerely yours,

(Three girls—11, 8 and 4.)

MARY V. GRICE.

All the questions that come to Mrs. Grice are not serious ones. One of our mother members wanted to have a birthday party for her little boy. The inquiry was as follows:

MAY 12, 1912.

My dear Mrs. Grice:

I want to tell you how much the *Bulletin* articles and your friendly letters have helped me by making me think. Motherhood seems like a much nobler and important work since I've joined your club. Please remember that I am always anxious to learn anything that will help in training my children. I do not know always what to ask for, but I want to get all I can of help.

It begins to worry me about this summer. We have always spent the summer in New York State in the country at my old home. But home is broken now; my dear father passed into the Beautiful Beyond last June, and mother has been with us this past winter. She is going home for the summer, but the children and I are to spend the vacation here in _____. School will soon close and we live in such a small lot, how can I keep Robert (especially) and Marion interested without their always being away from home? What kind of regular work could children of their ages do?

Robert would like to give an Indian party on his birthday, since so many of the children have Indian or cowboy suits. Will you please suggest any features for that kind of party, and suitable refreshments. I would like to have games of interest to keep them busy without too much running or noise, as we have close neighbors and unprotected flowers. Do you think it would be all right for them to sit around in a circle on the grass at "feasting" time, and would wooden picnic plates be too primitive? Children always want ice cream. In what Indian way do you think I could serve it? Please suggest favors.

I hope this will not prove too much for you.

Yours sincerely,

.....

When any inquiry comes which is beyond the particular scope of the one who receives the letter, the resources of the office are at once called upon. These resources are sometimes books, magazine articles, or monographs; sometimes they are some of the people on the executive staff, each one of whom is a specialist in some particular line. This inquiry was referred to Miss Mildred Evans by Mrs. Grice, who replied as follows:

MAY 18, 1912.

My dear Mrs. ———:

"Mrs. Grice has received your letter and read it with a great deal of interest. She is unable to answer it at once, and in order that you may have some practical help in preparing for the birthday party, she has asked one of the secretaries here, who is particularly well-versed in that sort of entertainment, to send you some plans for making the day one of pleasure without too much equipment. The following is suggested:

By all means have Robert's party outdoors, and let the children wear their Indian and cowboy suits. If you could possibly get birch bark and scratch the invitations on little squares of bark, it would add a great deal to the novelty of the occasion. (One of my friends sent out birch bark invitations in this way recently.) If this is impractical, use brown paper squares, with a swastika in one corner. Fringe the edges, and word the notes something like this:

BIG CHIEF ROBERT K——
 SUMMONS YOU
 TO AN INDIAN PARTY.
 MAY 30, 1912. K—— TEPEES.

If possible, have a tent on the lawn—two or three poles securely fastened together at the top, with old shawls and gaudy blankets thrown over them, will answer, and add greatly to the "Indian" effect.

Robert, in his Indian suit, will greet the guests as they arrive. Chicken feathers on a band of red flannel will make a realistic head-dress for him.

Races would be a good way to begin the games, potato races, three-legged races, or just running "to beat." Necklace-making will please all the guests. Provide several small boxes of colored beads, needles, and linen thread, and let each boy and girl make an Indian necklace to keep.

"Cat and Mouse" is a good game. The children form a circle. Two of them are chosen for Cat and Mouse. The Mouse is inside the ring—the Cat outside. The Cat tries to get inside the ring to capture the Mouse, but all those in the ring prevent. If the Cat does break in, those in the ring immediately let the Mouse outside, and then try to keep the Cat inside. When the Mouse is caught another one is chosen.

If you can get colored raffia you might have the children make tiny baskets by first plaiting it and then sewing it in a circle. They could make picture frames and napkin rings, too.

But do not try to keep them "quiet." Surely neighbors ought to pardon a little noise on birthdays, and can't you remember many a visit of your own childhood days that was totally spoiled by the fact that you didn't dare make a noise? Games are much more fun than sitting still, and though I should have both noisy games and quiet games, it seems to me you will make a mistake if you try to keep the little folks quiet all the time. Even fussy neighbors ought to have sympathy with birthdays.

Here is one more game,—Ring on a String. The children sit or stand in a ring, and a good strong string is knotted on a circle, with a plain gold ring upon it. One person is "it." He stands in the centre and the others pass the ring quickly from hand to hand, so that they are not detected. If the one in the centre suspects any one he taps his hands and they must immediately be opened. If the ring is there he is "it" in his turn.

The games I have mentioned I have *seen* tried, so I know they please children. For favors, there are simple bits of pottery, little birch canoes, Indian baskets, napkin rings, and "sweet grass" articles. Little grass boxes or baskets full of candy would do just as well. The gifts might be tied to a red or yellow tissue-paper poppy, and drawn from a bowl-shaped Indian basket, with ribbons of yellow for the girls and red for the boys.

By all means use wooden plates. Ice cream in cones, each cone in a cornucopia of brown paper with fringed edges, old-fashioned cookies in animal shapes and nuts and candies, would please everybody. If you want something more elaborate have sandwiches wrapped in fringed brown paper tied in red and yellow ribbon, and salad in little brown "baked bean" pots.

There are two books in our Circulating Library that might help you out in providing employment for the children this vacation,—*"Home Occupations"* and *"Little Folks' Handy Book."*

If you would care to use raffia, and want instructions in regard to the baskets and picture frames, I'd be glad to mail them to you. Let me know if there is any other way I can help."

Very truly yours,

THE AFTER SCHOOL CLUB OF AMERICA,

BY MILDRED EVANS.

The accompanying photograph shows that the prescription worked and the party was successful. The mother wrote the following appreciative letter and described the party as it was carried out:



JUNE 18, 1912.

Dear Mrs. Grice:

Thank you so much for your interest in Robert's birthday party, and I thank the young lady who wrote me such a helpful letter. She was more than kind to suggest so many pleasant things to do which I would not have thought of. The party went off fine. All the children were delighted with the novelty, for they have been attending the regular kind of birthday party, where each wears his best clothes.

The most popular feature was the bead-stringing. I bought all I could find in town, which was not enough. I feared the boys would not be interested, but they were just as much as the girls.

I could not get any raffia in town, either. Would you please give me the address of some store somewhere, where I could buy raffia and directions for braiding little baskets? It would be pleasant for the children to do sometimes this summer, when it is too hot to play hard; and please tell me also where they keep kindergarten materials and beads.

The young woman who lives next door to us took pictures of the children at the Indian party.

Thank you, Mrs. Grice, for suggestions about summer occupations for the children. An outdoor kindergarten would be fine, but I am not enough acquainted in Charleston, haven't lived here much over a year, to get many mothers interested. And for several reasons it would not work in our neighborhood.

But for Robert, the carpenter tools are going to help, I think. He says he will make Marion a playhouse. I will tell you later how he does with them. He started having a garden, but grew tired caring for it. I will have to be the kindergartner for the children, and I would be very grateful for any suggestions toward filling in even a few of the summer hours. I love your letters and everything connected with this club, and some of them I have re-read many times.

How would you punish the telling of a downright falsehood, where the little boy disobeyed and went in the river with other boys, none of them knowing how to swim? His father had told him not to go into the water until he could go with him some day to begin teaching him to swim. He disobeyed and went three days, but denied it up and down, even after knowing that one of the boys told on him. Monday a boy was drowned in this river right near us. It makes me sick and I worry every minute he is away now. The older children grow, the more problems there are connected with their training. Oh, how I wish I had more wisdom!

I really must not take more of your time. Thank you for all past help and for your sympathy in these matters.

Yours very sincerely,

P. S. I am reading the book, "Kindergarten in the Home."

On the last day of August last year, Mrs. Grice was reminded that mothers returning from their vacations strong and refreshed in body would also be in need of spiritual resources for the winter and she wrote to some of her friends the following timely and beautiful letter:

AUGUST, 1912.

My dear Mrs. S.:

By the time this letter reaches you the vacation days will be pretty much over, and then the strenuous life of the school season will be opened. Why then talk of "drinking deep of rest?" Why emphasize the "Quiet Room?" "There is no rest; there is no quiet for the mother of a family of growing children!" you exclaim. But are you quite so sure of that?

Where is the real building created,—in the noise and dust of the quarry, under the blows of the workman's hammer or in the quiet of the architect's office, as with careful measurement and exact planning he lines his thought to completion? Or where is the real battle fought,—in the din and smoke of the field, or in the quiet of the general's quarters, where with map and compass he plans the campaign and glimpses a vision of the victory toward which he is striving? "Ah," but you say, "the general and his troops, the master builder and the workmen must labor together or there will be no results." True, but I contend that it was the thought and planning in the quietness, apart from the struggle and effort of achievement, that gave stability and clearness of vision to the workers in the "heat of the day."

If any one were to ask me, after these years of close contact with hundreds of homes, what was the greatest need of the family life of our day, I would answer without one instant's hesitation: "'Quiet'—some 'quiet time,'—some 'quiet place'—into which each one could go each day if possible, and *stop*—be still and know." "And now," you cry out, "here comes our *sermon*!" Call it that if you will, dear friend, but let me tell you, even at the risk of sermonizing, that the souls of our people are *starved*. No wonder that mothers are haggard and over-wrought, and bewildered; no wonder our little children are restless, or as the well-known comment of many a letter runs, "singularly nervous."

From the seashore and the hills, from the woods and the open fields the motion of the great army of returning vacationists can be felt. You are one of them; you face the coming season with the full knowledge of the almost constant demands its activities will make upon you. How are you going to meet those demands? Are your days to be weak, unfruitful, filled with exertion, yet never arriving? Or are they to be days of power? *Power that will equal your tasks?* We long for the Power, but we refuse to make the effort to lay hold of it. Make this effort, I beseech you, this coming year, as you have never made it in your life.

If you cannot have the Quiet Room, as many homes cannot, see to it, at least, that you have the Quiet Hour each day. Enter into the silence and look to your Father in Heaven with the same faith and confidence your own children look to you; breathe out the problems and perplexities, the cares and worries, and then quietly *wait on Him*. Believe me, my friend, that no other one thing in the whole universe will bring to you such a *strength* and *power*, and no one will be quicker to catch the atmosphere of peace it will bring to your household than just the little children who are yours to train and guide.

Do not, I beseech you, throw this letter aside dubbing it as old-fashioned Quaker doctrine, or new-fashioned Christian Science doctrine, or "doctrine" of any kind. It is not a matter of *doctrine*, this learning to draw upon a Power outside ourselves; it is a fundamental principle of life, an answer to the cry of every soul born into the world. If only the mothers of our land were claiming their privilege in this particular, how soon the children everywhere would respond to the influence of it all.

I should not have taken up your time at such length did I not feel compelled to write in just this strain, for the need above all other needs in the homelife of America today is the need of the realization of the power of the spiritual forces at hand, unused, because the avenues of our spirit are clogged. Slip into your Quiet Room when your heart is hot and restless and filled with wondering care, and bathe your spirit in the Infinite. The world will be a new world to you when you come out, and the Power will be a reality as you whisper to yourself, "It is God who cares!"

Try it, *persevere in it*; it is all an open secret; you cannot learn by talking about it, you can only learn by *doing it*.

Faithfully yours,

MARY V. GRICE.

There has been considerable agitation recently against the colored supplement of the Sunday newspaper, but it seems to have been left to Mrs. Grice to remember that it is not enough to deprive children of a pleasure without some positive substitution. She accordingly wrote the following sensible letter:

My dear Friend:

There is no more crying wrong done to children today than that wrought upon the moral fiber of the younger generation through the pernicious influence of the vulgarities of the Sunday press.

We are wondering if the Institute Mothers will not join with those who are trying to correct this wrong. Will you not be one to help? I realize how hard it is to wage warfare against such an entrenched adversary, but if, instead of "putting your foot down" upon the newspaper coming into your home, you would turn to the more positive side of the child's training and make it a point to plan for your children each Sunday some definite thing of interest that would take the place of the newspaper, I feel sure that you could gradually introduce the one and displace the other. I do believe it is the lack of *planning for the day* that has allowed so many groups of children simply to wander aimlessly from one thing to another on Sunday by way of diversion.

Have some pictures—the Perry pictures are good—to show the children, with stories ready to go with them. Help the little people to make Bible scrap-books with pictures which they can paste themselves.

For the very little children some special plaything marks the day. Work? Yes, I know it is not half as easy as giving the children the wretched colored supplement and then devoting one's self to activities that demand one's attention, but did anyone suggest that the upbringing of children was an *easy* task?

While your children are so young would it not be well in your planning always to have some good picture-book on Sunday that you never permit out except on that day? Also to have special toys, the quiet ones, that come to light on Sunday and are lost to sight during the rest of the week? Then, as this was one of the dearest of my memories, I suggest it also—a box of sweets that mother always had after dinner as we gathered round her for the "story time." There need not be much talk of your disapproval of the Sunday supplement, only, of course, you must discountenance it yourself, by simply stating, "I do not like it, it is not pretty," and then giving the child something else to take its place.

All of this requires *patience* and *forethought* on your part, but it is well worth while, oh, so well worth the effort, for the years slip by so rapidly and then your *work is done* and there is no opportunity ever to do it over.

God bless you and all your efforts, and give you patience and a right judgment in all things.

Very sincerely yours,

MARY V. GRICE.

The question often arises as to companionship. Every mother is certain that the children upon the block are not good enough for her children to play with. The social side of this personal problem is easily forgotten. Mrs. Grice emphasized it in the following letter, which she sent broadcast with one of her monthly reprints from the current magazines:

APRIL 30, 1912.

Dear Friend:

Each month when the decision has to be made as to which article shall be selected for "our Reprint" there comes a moment of grave thought. Often the decision rests upon such little "happenings." This month it was a letter from a mother and the burden of her cry was "the boy across the street." His mother doesn't care. She spends much of her time at bridge and other forms of diversion and the boy is left to servants or his own sweet will. Naturally the will of the child is to join other children in their play. So this mother writes: "All the winter he has been coming to our house, he is only five years old. I have been careful to be with the children during the visit. The little fellow is ill-bred and rude, but worse than that he has gathered garbled information about life's mysteries that he passes on to others. Both in word and deed he gives offence. Yet I have grown to love the little fellow, there is so much in him that is dear and winning, and my children love him, too, and admire his prowess in certain activities. He seems so happy here, yet his presence is a greatly added burden to my already overfull days. What shall I do now that the springtime has come and the soft weather woos the children out of doors? I sent him home the other day simply because I had not time to stay out in the yard and oversee the play. His eyes follow me, yet as he turned and looked at me, he somehow had the gaze of a hunted animal. What shall I do? A child like that should not be lost, yet soon he will not be asking to come in anyone's home, the street and its lure will have swallowed him up."

There you are, mothers! The problem is yours. It does not belong alone to the writer of the letter. It is easy for me to sit at my desk and *write* about it, but what are you going to do about it? The question of companionship, as it is so frequently put, resolves itself into the question of how shall we safeguard our children's friendships? How shall we direct the even tenor of their way so that they shall be thrown with only those whom we think fitting? It seems to me the wider question for people living in a Democracy and claiming a Common Fatherhood, is to ask "How can I help make all children fitting companions for my own children?" We love to talk Democracy; we love to preach it in our Fourth of July orations and patriotic celebrations, but what are we doing to *live* it?

I welcomed the article from Prof. McKeever. It may be of help to many of you who are meeting just this same problem. I am at sea about the solution of it myself, but there are two points in question of which I feel very sure:

1st. If the children about you are illy trained, rude and uncared for, you can never hope to help them to a better standard of living by driving them from your door. This is quite as true of the rich as of the poor. For we all know children of rich homes who are sadly neglected and whose moral standards make us tremble for the future.

2d. If you are moved by an altruistic impulse, or even more selfishly, to help the children about you to a plane of living that you want your own children to attain, and so open your home to the neighbor child, never forget that one of the paramount requirements is the fact of your presence, or the presence of some older person whom you can trust. More harm grows out of the unguarded (or maybe I mean undirected) play of little children than we dream of.

Another thing to remember, and this is as common to the children of a larger growth as to those of the nursery. There is a strange halo of fascination which surrounds the girl or boy dubbed "bad" and forbidden. The heart of a child claims its friendships regardless of the attributes of the object upon which it fastens. Sometimes I think it is because the child sees the *real* child back of the finery or rags, the uncouth language and rude behavior. If you feel so afraid of the contaminating influence of wrong-doing, why should you not have an equal assurance of the influence of the good? Instill into your child the spirit of "noblesse oblige," that just in proportion as you have helped him to see the good and the true is he under obligation to help everyone with whom he comes in contact, to see the same. The youngest child who can reason will respond to that thought.

It took the wisdom of a four-year-old to voice the whole thing in question. When his mother said, drawing him close to her, "No, dear, you cannot play with Kenneth across the street, he is not a good boy and mother fears you would get something that will keep her boy from being the good, pure boy he is and wants to be," there was a moment of silence followed by the weighty question, "Mother, isn't being good catching, too?" Answer it, mothers, if you can. Upon the answer of the motherhood of the race to that question depends the very foundation of our Democracy, the "city invincible, the city of friends."

Faithfully yours,

MARY V. GRICE.

We wish to reprint the following letter and its response together. The mother's letter gives such a realistic picture of the household life, and in the letter she presents two very diverse but troublesome problems, one, that of finding inspiring books for a girl just ripening into maturity, and the other the trial of babyishness in a little boy:

My dear Mrs. Grice:

I am afraid for a while I won't have time to write a very long letter—much as I want to. Our little girl is growing splendidly, and, of course, we think her as sweet as they can be made. I am very well. I am "breaking in" a new little maid, so you see I am busy, but just as happy as busy. W—— has gone to dinner to his grandmother's, little girl is asleep in her carriage on the porch, little brown-eyed maid washing potatoes, father feeding the chickens—here am I.

Very much I want to know a good book for a girl about seventeen. She was my little nursemaid. Now she has started in school. We studied during the summer so she made up a grade and now she is hoping sometime to go away to school, anyway to make more of herself than she once dreamed she would. I want a book of inspiration for her of what some woman has struggled to do and accomplished. I have thought of some life of Helen Keller. Can you help me to that or better? I want to appeal to her just where she is.

My greatest trial with W—— is because he is inclined to whine and cry very easily. I feel that negative help is much less help than encouraging the strong and right parts of his nature; then so many of the other things will disappear as his best becomes stronger and grows. Don't you think so? Has anything I have said suggested any help you can give me in suggestions of your own or anything anyone else has said about it? He comes naturally by his over-sensitiveness as I am so, and I can't but hesitate to punish him for what I know is my own fault. No punishment helped me. It was when I found a teacher who taught me what growth was and what I could accomplish that the other went into the background.

You are always so helpful I know you will have something to say here.

Very sincerely yours,

(Signed) MRS. H—— C. B——.

Mrs. H—— C. B——

My dear Mrs. B——:

Your letters always come with that same refreshing breeziness that makes me love to read them. Somehow, as I laid down the one which reached me December 9th, I almost felt as though I had been holding the precious little

daughter. I can hardly speak of her as a new daughter any longer. She is growing into real babyhood now.

In regard to the book for the young girl of whom you speak, have you yourself ever read "The Life of Alice Freeman Palmer," by her husband? I can imagine no girl reading that book without having her pulses quickened and a desire born within her to attain to something higher. You can either have this book from the Circulating Library and let the young girl read it for that month, or get it at its discount for \$1.20. I am sure it would be helpful. And then there are two other books in the Library that you might send for and look over:

"The Girl in Her Teens," by Margaret Slattery, 40 cents
 "Ideals for Girls," by Mrs. Frank Learned, 85 cents
 and also "Some Silent Teachers," by Elizabeth Harrison, 90 cents

Now in regard to the problem you are meeting with your boy who is oversensitive and whines easily. I cannot help but feel that is a very youthful stage of development—the least notice taken of it the better it will be for him. I would want to make very sure that the child was perfectly well, for sometimes that uncomfortable sensitiveness is brought about by a physical condition as well as mental. I smile at myself as I tuck into this letter the monograph on the Obstinate Child. While sensitiveness is not obstinacy, still you know and I know that sensitiveness is born of a certain amount of selfishness. We are always putting ourselves to the front and that is why "self" gets hurt. It is only as we grow older and broader in our interests and are able to push self into the background of life that we can go on our way without the bruises that result from sensitiveness.

Just as soon as you have time, I am sure you will want to send for a new book we have added to the Circulating Library, entitled, "The Montessori Mother." I am just finishing it myself. It is very delightful and I know will be helpful. And then, of course, you will want to find time to read "A Mother's Ideals," by Andrea Hofer Proudfoot; it is simpler in its form than the other, but splendidly inspirational.

I do hope you are not going to grow so busy in your beautiful happiness that you will forget to write a line now and then to the Home Counsel Department. You have been one of the members who have been a perpetual inspiration in your co-operation with the effort made at this end to be of help in the home.

May God bless you in all of your good work and give you and yours the deepest joys of this blessed season.

Sincerely yours,

MVG/M

MARY V. GRICE.

"We certainly have a problem in our little Ruth. She will be five next month, is cross and surly most of the time, contrary to the extreme, cannot even treat her playmates kindly. She tries our patience to the limit. Punishment does no good. She will always have the last word—in fact, has never been conquered. Her will is something fearful. She is bright beyond her years, is keen and always has a ready answer. I wish you could give me some suggestions."

I have thought earnestly over your problem with little Ruth. If the child is really well, it seems rather unusual that she should manifest such an unhappy disposition. Has it ever occurred to you that there might be some obscure physical difficulty, of which the child herself is unconscious, manifesting itself in this bad temper and general irritability? If you are sure, absolutely, that there is no physical difficulty, we must look elsewhere for the cause. A good strong will is a matter of congratulation rather than something to be deplored. The point for us is to ascertain how to direct and guide this will so as to obtain the best results. To subdue it absolutely is to wrong the child, but to so direct the will that right actions may result is the privilege of the mother and all those associated with the child.

On referring to your jacket of correspondence, I see a note to the effect that Ruth is unusually bright, and for this very reason she requires special care and much patience on your part. My first suggestion would be, when Ruth displays this spirit of sullenness and contrariness, to endeavor to get her point of view; to find out if possible the reason why. It is always more important for us who are older to take time just to put ourselves in the place of the child

and think the situation through from his viewpoint rather than from our own at which we have arrived after a long series of experiences that have not yet come to the child. I am sending you a little monograph, entitled, "The Individuality of Children," also "The Punishment that Educates" and "The Obstinate Child." These are general discussions of the principles that enter into the training of the child and the necessity for wisdom, tact and judgment in dealing with our children.

I trust that I may hear from you again, and that you will tell me just what progress you are making in your endeavor to direct this little life, in which endeavor I wish you all possible success.

Very sincerely yours,

MARY V. GRICE.

I've been getting so much good literature from the Club with such good help. My niece, Ada, does not live in my house, but stays with a family close by. She is boy crazy and does not try to help with the work as she should. Her sister works at this place and she asked the mistress to let her sister come and stay with them for a time when she came to this country in July. She is keeping her sister from doing her duty toward the work she is being paid for and does not realize the home she is in and what advantages she has in being able to go to school and finish her education. She does not like housework and will do nothing but what she has to, and that is not done well. She has one of the most uncontrollable tempers I know of in a girl. She is not a bad girl—just foolish. She schemes in every way she can to get out at night and does not take care of herself.

I am well pleased with what I am getting from the Club and am sorry that more people cannot take it up.

I am all sympathy for the niece. She is just now at such a critical stage of her life. I do not know your early experience, but I need only think back into my own life and realize there was a time when all I cared for was a good time. I hated housework, I did not want any responsibility of any kind, and I think I must confess the boys filled a great, big place in my horizon. I had a wise mother who stood me in good stead at that time, and with quiet, patient, ever-thoughtful care, guided me safely through that period. I regret now the wasted time, the lack of higher ideals; but I am grateful for one thing—I know that a girl can be just that sort of a girl and then recover herself and live to be a good, useful woman. Ada needs to be awakened to a sense of her responsibility and to see that a good time is not all of life. But preaching and scolding and punishment won't bring that to pass. You and I must look to a higher source of power to influence her life. Let us be generous in our appreciation of the things she is able to do and does do and encourage every good trait and be patient with the things we notice of which we cannot approve, trying always to maintain for ourselves a manner and personality that she cannot help but admire and wish to imitate, realizing all the while just how sensitive a young girl is.

Do you wonder at it when you consider what a girl is to herself? She doesn't understand herself; she can't explain this or that; she must drift about a little, I fear, before she gets her bearings, and it is in our province, who have passed on before her, to help her so that she doesn't meet the fate of so many, many girls these days. I don't believe half the girls who go wrong—who are imprudent and reckless—mean to be so; they just don't know! And I for one would like to be a real friend to all girls, and especially to those who are near to me because of other relations, and I believe that we can help Ada if we set about it aright.

What about the woman she and her sister live with? Does she care and is she willing to help? I think girls must have a chance for fun, for a good time, but they ought not to resort to deception to get it. It ought to be possible to do things openly and above board. Let us think this matter through and try to find some wise plan by which we can help this one girl, not to be just what we want, but to help her to be what she can be if the best in her comes to the front.

I shall think of you often and I trust I may hear from you again. I do want to feel that both these girls are coming on nicely. I believe from all

you have said about them both, there is the making of two splendid women, and we must help.

If you have not yet read "The Girl in Her Teens," by Margaret Slattery, or "Ideals for Girls," by Mrs. Frank Learned, I am sure you would enjoy either. A card to the Circulating Library of the Club will bring either book for a month's reading.

With all earnest good wishes, I am,

Sincerely yours, MARY V. GRICE.

A Field Secretary reported to Mrs. Grice the following case of a lad who was struggling, as were his parents, to decide whether he should go to college:

Mr. W. is inclined to be provoked with Otto, his son (age 7), because he seems to have no definite idea of his future career. He believes that a boy ought to know what he wants to do by the time he graduates from the High School at least. His wife maintains that many boys do not know until they graduate from college.

Otto has made fine money in working in stores occasionally and at present is assistant manager of the advertising department of the North Side High School. They think he may develop into a business man, pure and simple.

His father says that if this is the case it is foolish for him to go to Leland Stanford University, as planned. He thinks it would be better to stay in Spokane and take a business course.

The mother feels that every boy who can afford it ought to have the advantage of a college course. She thinks it especially advisable in this case, inasmuch as the boy has no idea in regard to his life work.

Mrs. W. says that her husband really agreed with her in his heart, for he is trying to sell the house so that they can move down to California next year and be near the boy if he enters college.

The following reply was sent:

Mrs. J. L. W.,

Dear Mrs. W.:

Your enrollment in the After School Club, which has just come to my desk, claims my special attention, since I see that you are struggling with the perplexity that comes to many parents in regard to the future of your boy. I shall not presume to give advice on this short acquaintance, but as I am to cultivate the acquaintance of Otto and to make myself of service to him, I shall want to understand a little more of the circumstances than Miss Tallcott has given me, although she has furnished gratifying data in regard to both these children.

It is sometimes pretty difficult for a boy in these days to decide upon a life work. If he hasn't a special mechanical bent, and if there is no profession pleasing to him and he has not had experience in business, it may not be easy for him to choose a career, and sometimes every effort to do so puts him at a disadvantage. How much outlook on life has he had? I mean by that, has he traveled at all? Has he had opportunities to see the inside of different lines of work? Does he show any bent whatever? Has he some special antagonism toward any kind of work?

I have just passed through a rather interesting experience with a boy friend for whom I was in a sense responsible. He came to the University of Pennsylvania with the idea that he wanted to study medicine, though he wasn't especially keen about it. In a few months he decided that it took too long to get the preparation necessary for that profession and he would go into chemistry. He spent one summer in the laboratory of a manufactory and after he had made inquiries and found that there wasn't much money in industrial chemistry as he had supposed, he decided against that career? He graduated from the University with the matter still unsettled and he resented the advice in the direction of teaching. It happens that he had shown some ability to

control and direct boys in some social service work that he was engaged in. He went into business and didn't make good, and finally he secured a position in a High School and is now doing very well indeed. This boy was twenty-six years old when he found his place and began to make good in it. He was an intelligent, energetic, upright chap. I don't know but that he is all the better for the experiments he has had. He has gotten considerable experience that will be good in various directions. It was hard to have patience and I suppose that if I hadn't constantly urged the parents to remember that nine out of ten boys choose their career after college days are over, the father might have brought things to a head and taken the boy out of college altogether, a thing which would have been disastrous in this particular case, as I see it.

Whether the boy is a business man or not has nothing to do with the question of a college course. What we want for a boy is a trained mind. Most boys get that in a good college; some boys get it elsewhere. If Otto is anxious to go to college, that fact should have a great deal to do with the decision. There are, of course, the questions relating to expense, convenience, etc. You have only one boy. If you can afford to send him to Leland Stanford and he wants to go, wouldn't it be rather too bad to shut him out of that opportunity, especially since it is one that comes but once in a life time? But, as I said before, I can't give advice that could be called valid without more knowledge of the boy and the circumstances.

Please encourage Otto to write to me. I don't want to be over-strenuous on that point, however, for I am very unwilling that there should be anything of the atmosphere of the taskmaster in my letters. As soon as I can secure the relation of a good friend and comrade with your boy, I believe I can use influence in ways that you will approve. Let me hear from you and please be free to make suggestions of the directions the letters ought to take and of any little points in connection with either of these children that will help me to know them better.

I hope you will look over the catalogue of the Circulating Library and will use the volumes freely. You would enjoy Dr. Forbush's book, "The Coming Generation" and also "Vocational Guidance of Youth" and "The Problem of Vocational Education" noted on pages 12 and 13. It sometimes helps us to be patient to realize that our children are much like other children of the same age and condition; that our problems are common ones; and when we are able to use the experiences of others in settling these personal matters, it is certainly a matter of gain. You and Mr. W. will enjoy what Prof. McKeever has to say regarding the choosing of a career for a boy. I do not feel quite as strongly as he does on some points, but I send the leaflet, together with some others, and with the list which was last printed, that you may order material on any subject that especially appeals to you.

Hoping to make your acquaintance through our mutual interests, I am,

Sincerely yours,

MARY V. GRICE.

When "Uncle Nat" was asked, nearly two years ago, how to reveal God to some little children, he wisely turned to Mrs. Grice for counsel and she wrote what seems to the editor of this book one of the most beautiful epistles ever penned upon this subject:

SEPTEMBER 2, 1911.

My dear Mrs. V.:

A couple of weeks ago, "Uncle Nat" sent me a request that I write to you how to teach what God is to your little children. I was just about starting off to the hill country for vacation, so I took the letter with me and have carried it about ever since, and very many times my thought has reverted to you and your little ones and the problem that is facing you in trying to reveal the Heavenly Father to the precious children He has given you. The question is far more difficult to answer than you can imagine. Let me tell you how my mind has worked as I have been thinking of you.

There came to my mind an experience which I had a few years ago in leading a Mission Study Class, composed of representatives from a number of groups of women. We had a weekly meeting. Each week, it was my habit to give a question to every woman in the class, asking her to bring her answer after she had thought it out for the seven days. The question given

one woman at one of our meetings was, "If a little native child from the Philippines should be handed into your keeping tonight—a child not more than three years of age who did not understand our language or mode of life—how would you make God known to him?" At the end of a week, when the class met again, and it came the turn of that woman to give her answer, I shall never forget to the day of my death her sweet earnest face as she rose and said something like this: "All this week that little brown child has followed me about the house. He went home with me from the meeting and has never left my side since. Mentally, I have pictured him as I went about my work or sat in the room sewing, or in the evening beside the library lamp, and always I have tried to tell him about God. At first, I commenced by saying that God is the Creator, the Maker of everything in the world, but the little child did not understand my language. Words counted nothing to him. It troubled me a great deal until by and by I realized that if I were to make the child know God, it was left to me to reveal God to him." She said, "A great solemnity took possession of me. It seemed such a grave thing, and yet such a beautiful thing to do—to really be God to that little child. So as the days went on, when I would lean over and tell him that I loved him, and when anything was done in love, I could easily explain through the act that was what God is. God is love. Or when I wanted to show him what it meant to be just and to be true, I found I had to be the thing myself so that I could say to him, 'God is truth.' It was the same with patience and kindness and gentleness—all the attributes of God I had to live out before the child. And now that the week is over and my mental life with the child has brought me very close to him, it seems as if my whole life were just one great prayer to the Father above to help me to be the thing to His little children that He Himself is to all."

It may be, my dear Mrs. V., that this little story will be of help to you in pointing your children to God. Do you see what I am trying to say? The Father has given us grown ups the privilege of revealing Him to the children about us, which means that we ourselves must keep very close to Him in the consciousness of His presence. I fear that were I to go further into this, you would feel that I was simply sending you a "preachment." I do not mean to do that, but I am very, very sure that we can never point the Way to others that we ourselves have not trodden, nor can we reveal a Vision that we have not seen; so that if you in turn desire to teach your children to know God, you yourself must daily increase in the consciousness of His presence.

May His blessed Spirit guide and lead you into all truth, that you in turn may reflect the truth to your precious little ones.

With all earnest good wishes, I am,

Faithfully yours,

MARY V. GRICE.

Dear Mrs. Grice:

Thank you very sincerely for your kind letter and all those helpful papers. Since writing to you our Mothers' Club has organized nine Parent and Teachers' Associations, and expect to add four more to our list next month. We have used almost entirely the letters from Uncle Nat, your letters and the Bulletins for our programs, and expect to continue doing so, as they furnish us such splendid material.

MRS. S. A.

Dear Mrs. Grice:

I wish to thank you most heartily for your kindness in answering my many questions and letters. You have been a help to me. Indeed, I find the Home Counsel Department of the After School Club all that it promised to be. The thing that has been of most benefit and practical help to me is the book by Dr. Holt, "The Care and Feeding of Children," which you sent me. My little boy is steadily improving, and at last I have hope for his recovery.

Again thanking you for your time and trouble, I am,

Sincerely,

MRS. W. A. B.

The purpose of printing these letters has been to encourage our members to realize that help like this is forthcoming for themselves if they only ask for it. Remember that Mrs. Grice cannot know your needs unless you tell them to her. Write freely and frequently, and the Home Counsel Department will be constantly at your service.

SOME REAL LETTERS TO AND FROM "UNCLE NAT"

The general purpose and method of Uncle Nat's correspondence with his boys and girls is best shown in his own words to a mother:

"If J—— has certain tastes you want to cultivate and habits that are to be discouraged, I should be glad to know of them in order that I may co-operate with your plans. In the first place I shall make my letters attractive if I can, but they won't be so unless they are perfectly suitable. I must choose things in which J—— is most interested in my early letters, but after the relation of a good friend is established, I ought to be able to fortify any weaknesses that need to be strengthened. I shall hope to throw light on any dark places in the school work, and to stimulate and inspire wherever it is wise,—and then there are the matters of conduct and character. I never like to preach to a boy and I fight shy of posing as a teacher even, but I want to come alongside, and while making my letters interesting and warm, to leave in his mind an impression that will remain and be valuable. One of the things I shall hope to do for J—— is to open his eyes to what is going on in the world around him and not to see only, but to consider, the meaning of what is taking place in the world of nature and outdoor life."

To another mother he shows his purpose thus:

"Doubtless the children, whom I shall call mine, if you will permit me, have plenty of practice in writing the forms of letters in school, but they must know that the early end of such mock letters is in the waste basket. In their correspondence with me on the other hand they will learn that there is a real, live friend at the other end of the line, glad to hear from them and interested in all the events of their lives."

In the case of very young children Uncle Nat, through his letters, presents finger plays and other suitable activities. He puts into the mother's hands original stories and furnishes pictures, songs, lullabies, etc. Where there are children from three to six he encourages the child to help in the home and suggests interesting employment for leisure hours, but breathes into his letters such moral stimulus as will encourage the worthier traits and will refine away the less worthy tendencies in character and conduct. Between five and twelve the child is initiated into the trials and tribulations of school life. Here Uncle Nat is his friend. He does not attempt to supplant the school, but he can throw light on the dark spots in the child's school work. He gives special attention during this period to Nature study.

The letters begin with unique notes to babies, charmingly illustrated, really intended to be read by young mothers brooding over their first born; they continue with funny little epistles which the mothers read to toddlers who do not yet read themselves; they continue until the children are grown up.

The child's well-known love of receiving a letter and his inborn desire for comradeship are utilized by a great child-lover, who has the "inside track" to the hearts of children and young people—who knows how to begin with the child's own world and to work outward.

"Uncle Nat" lays hold of every fact supplied by the parents and supplements it with the revelations the children make of themselves

in their own letters. The letters to boys are written to meet a boy's point of view; the letters to girls show the more delicate feminine viewpoint. His method is positive. He assumes the place of a good friend and then earns it.

These comradeship letters, written personally to each child in the home, are of strong intellectual value. They discuss fairies, birds, literature, music, art, wonders of science, characters in history, nature, animals, travel, sports, vocations, mechanics, etc.

The letters to children are written without strain or effort, free from pose or self-consciousness. They are direct and personal letters, on the plane of the child's mind, by a sympathetic child-lover who understands child-nature. These letters direct developing minds into the paths of true men and women. They stimulate normal idealism and imagination; they instill the simple principles of moral courage, truthfulness and personal fearlessness. They teach courage to the timid and sensitive, and consideration to the selfish and over-aggressive. They develop at an early age a broad and intelligent consideration and love for dumb creatures that may grow into a working principle in later years. Finally, they stimulate an interest in the best literature, and cause a recognition of the highest ideals obtainable from that literature.

Another important feature is the comradeship influence of "Uncle Nat." Almost every person of wide experience and keen discernment has observed that the boy and girl, at the time they reach adolescence, have more respect for the opinion and judgment of an outside friend, or even a stranger, than they have for the ideas of the mother and father. We have had dozens of cases in our correspondence where both boys and girls have appealed to "Uncle Nat" for his opinion on certain questions and points where they were evidently doubtful of the ideas and judgments of the mother and father.

The youth of twelve or thirteen is just entering upon the most critical, exciting, fascinating, and to those closest to him or her, the most irritating period of life. This is the period when he needs a friend who knows youth, *broadly, from psychology, and minutely from practice*; a friend who remembers his or her own childhood and who can be a comrade of the right sort. It is at this time that the chattering brook of boyhood starts through the rapids to find the quiet channels of manhood. It is this stage that the girl "stands with reluctant feet where the brook and river meet." This is the most important age of all for surrounding the youth with the most wholesome influences and the best environment.

During the adolescent period his work is most important and delicate. This is a period when boys and girls are beginning to think about their life work. Social problems of great import begin to occupy their attention. Many a perplexed boy and girl at this period has found the tactful, sympathetic comradeship of Uncle Nat's letters a prop and delight.

The charming letterheads indicate that "Uncle Nat" endeavors to cultivate the sense of beauty among his youthful correspondents. A talented artist, whose best work is that which she does for children, is continually devising these ingenious letterheads. They are adapted to the seasons of the year and all its great festivals are made appropriate to each age and include special devices for birthdays and home

festivals. With these letters often go pen sketches made in the offices of the Club, which illustrate nature study, or give working drawings of suggestive handicrafts. Reproductions of great pictures are occasionally sent forth as enclosures.

The unwearying variety and ingenuity of these letters, as well as the enormous membership of the Club will, of course, make clear to adults that "Uncle Nat" does not personally write all the correspondence which he supervises. He is assisted by a staff of specialists, but not a letter is written to order by anyone outside of the offices. It has been found that only those who follow the correspondence of the family members from day to day and who enter into the spirit of it by constant association are able to write letters that are up to the "Uncle Nat" standard.

The greatest thing about the After School Club is that it helps to develop the spontaneous activities of the child. The leading psychologists agree as to the greater value of things spontaneously taken into the child's thought through his interest in them than of those formally taught him or studied as a task. Activity, self directed, is the law of childhood and youth. The wise parents will so strive to multiply the resources of their children—resources of inventive play, of work, of study—that no moment of their lives is left void of useful and interesting diversion and employment. A love for nature, implanted early and associated with parent and home, should make the ramble over field inviting to every child unspoiled by the conventionalities of life. Pets to care for, duties to fulfill, should enlist and guide the budding affections. Appreciation of books, drawing, music, physical and mechanical training, open rich avenues of growth and power. These are the stimulations which "Uncle Nat" continually offers.

"Uncle Nat" is continually endeavoring to stimulate his youthful correspondents to write answers to his letters, both that he may know them better and that he may co-operate with them. The moral aim has always been remembered in all the "Uncle Nat" correspondence. It is the constant experience of the directors of the After School Club that it is not upon matters of handicraft and nature study, but in the realm of moral inspiration that the response of children is most immediate and constant.

Think of the children's pleasure on receiving these letters that simply TALK. That "Uncle Nat" does succeed in making himself real to his young correspondents is proven by a letter from a mother just received in which she quotes her young son who states his belief that "Uncle Nat" is "just like Santa Claus: we can't see him, but we all love him."

While the children are unconsciously being guided by "Uncle Nat's" letters, he in turn, without violating their confidence, learns much which is helpful to the mother. The mothers write him, too, and give him hints about their children's needs, etc., so that he can adapt his letters to each child. Of course, the mothers consult him, and they are never turned away or disappointed, for every letter is considerably answered. If he is doubtful on any point, he consults the specialists and experts of the Institute so as to *make sure*. This gives his work a double value: he is not only a genial, warm-hearted comrade for the children, but a trusty, conscientious adviser of their mothers as well.

LIST OF BOOKS
FOR
PARENTS AND TEACHERS
AND
FREE CIRCULATING LIBRARY

NOTE.—Any of the volumes in this catalog will be sent prepaid to any parent-member of the INSTITUTE, with the understanding that at the end of four weeks the volume will be returned to us, or it may be purchased at the price marked in the book.

INTRODUCTION.

This is a list of three hundred of the most serviceable books for parents and teachers. They are not necessarily the "best" books as classified by an expert bibliographer nor the most scientific books, but they are chosen by the Institute because they seem best to meet the actual needs which have appeared in the correspondence which the Institute has had with its members. Each volume has been selected not merely for its informative value but also for the light it sheds upon home problems and the needs of children. In almost every instance the books are of recent publication. Further references may be found in the rich bibliographies of the Institute, and such lists or the books themselves will be gladly sent by the Institute to its members.

A short analysis is given at the head of each division, suggesting which of the many volumes cited is most useful for particular purposes. The books starred* constitute, in the judgment of the Institute Board, the minimum best library for parents.

The chapter titles are given for some of the most useful books, so as to give parents a clearer idea of their contents in detail.

The order under each division is alphabetical by title.

Books are occasionally classed twice, where the help which they afford seems to belong to two different captions.

This list will be revised with every year's fresh output from the publishers.

THE DIVISIONS OF THIS LIST.

- I. Joys and Responsibilities of Parents.
- II. The Home and Home Life.
- III. Reminiscences of Childhood.
- IV. Child Study.
- V. Psychology.
- VI. Books for Parents of Young Children.
- VII. Kindergarten Methods.
- VIII. School and Educational Problems.
- IX. Play and Games.
- X. Home Crafts and Occupations.
- XI. Books and Story-telling.
- XII. Nature.
- XIII. Art, Music, Drama.
- XIV. Manners and Etiquette.
- XV. Vocation.
- XVI. Eugenics and Heredity.
- XVII. Physical Problems: Care, Hygiene, Body-building, Habit-forming.
- XVIII. Sex Hygiene and Instruction.
- XIX. Social Problems.
- XX. Home Training.
- XXI. Church and Religious Education.
- XXII. The Woman Movement.

I. JOYS AND RESPONSIBILITIES OF PARENTS.

"The rearing of children combines the moral satisfaction of performing a duty with the special excitement of a quest for hidden treasure."

"We are amiss in that we don't think of children as wealth. We speak of Jenkins as 'a poor man with a large family,' as though a man with a large family could justly be regarded as poor, provided the family was of good quality."—*E. S. Martin.*

The Luxury of Children.

By E. S. Martin

A book of tranquil and inspiring essays upon the delights of home life and of children. Though it claims no scientific knowledge, its pages are filled with sound reasoning and strong wisdom. It is a good book for parents who ever feel in danger of losing courage or hope.

Mother.

By Kathleen Norris

"'Mother' is a personification of all the sweet and lovable qualities of all unselfish mothers, and the book is, at once, a plea and a warning to the maidens of to-day that they may not permit their intellectual and artistic pursuits to rob them of the larger life at home. It is wholesome, appealing and touching in its genuineness."—*Margaret Sherwood in Atlantic Monthly.*

A Mother's Ideals.

By Andrea Hofer Proudfoot

"The mother who has her own children in her own care is the mother who, with intelligence, can do most for the race," says this author whose message for others is based upon her own practical experiences.

II. THE HOME AND HOME LIFE.

"Have nothing in your home that you do not know to be useful or believe to be beautiful."—*William Morris.*

Under this division are classed books upon the Family, and those upon home making, house decoration, economics and efficiency. The most thorough book upon the history of the Family is the one by Mrs. Parsons. The one by the Thwings is a popular discussion with practical suggestions as to the moral and social side of home life. Loft-house's book also traces the history of the Family and lays the greatest stress upon the moral gains that can be made by united family life and conduct.

The most helpful book about home efficiency is that by the Bruéres. Two good books are mentioned upon home decoration, and Mrs. Richards' volume is recommended as useful upon home and neighborhood sanitation.

For books upon the training of children in the home, see "Home Training," and for books upon the social problems of the home, see "Social Problems" and "The Woman Movement." There is also a division upon "Home Crafts and Occupations."

The Complete Housekeeper.

By Emily Holt

A veritable encyclopedia on the subject. It begins with the kitchen and tells about house-cleaning, closets, the laundry, the cleaning of glass, china and metal, and the keeping of things, plumbing and sanitation, lighting and heating, the sick room and nursing, and the family sewing. This treasure-house of information has a fine bunch of keys in its splendid index.

Ethics and the Family.

W. F. Lofthouse.

After a careful sketch of the history of the human family and of its moral resources and influences in the past, the author proposes a system of moral training based upon conjunct living in the home. While not neglecting the essential place of individual choice and will in the development of personal character, he insists constantly that religion must begin and be maintained through the sharing processes of home life. Without the home, "rules of conduct are either prudential maxims or unverifiable demands." The author discusses many of the concrete problems of the modern home and closes with a chapter upon the future of the family. A strong book, written in a flowing style, for thoughtful readers.

Euthenics.

By Ellen H. Richards

The author defines Euthenics as the "betterment of living conditions, through conscious endeavor, for the purpose of securing efficient beings." She distinguishes Euthenics from Eugenics as follows: "Eugenics is hygiene for the future generations. Euthenics is hygiene for the present generation." The book is really devoted to constructive methods of practicing sanitary science in the home and in the community.

The Family.

By Elsie Clews Parsons

The most thorough history of the development of the human family which we have in English. Each chapter contains a study of some special phase of marriage and home development, with an appendix giving illustrations of various tribes and epochs, and references to books for further detail. The closing chapter, entitled "Ethical Considerations," gives a constructive and radical discussion of the tendencies and needs of the modern family.

The Family.

By Charles Franklin Thwing and Carrie F. Butler Thwing

This book, now twenty-five years old, was the earliest one upon its subject. It contains a history of the family since prehistoric times. It discusses the family as a divine and human institution and as the basis of social order. It goes into the question of the relation of the individual to the family. It deals with the pressing modern question of the permanence of the family as a social institution. The book has just been revised, chiefly in the enlargement of the historical section, the inclusion of more recent facts and statistics, and discussion of the relation of the family to socialism. The bibliography has also been brought up to the present year. The book is sane and readable, and there is still no better history of the human family available for average readers than this.

The Furnishing of the Modest Home.

By Fred Hamilton Daniels

A helpful book written practically and with sympathy. The author discusses house-planning, the walls and floors, the furniture of the various rooms, the selection of pictures and the small ornaments.

Harper's Household Handbook.**A Guide to Easy Ways of Doing Woman's Work**

No other book exactly covers this ground. It deals with short cuts and sensible devices for washday, care of a room, house equipment, the care of china, glass and furniture, making and making over, removing spots, choosing and keeping food, caring for house-plants, the choice of disinfectants, and what to do in emergencies. Here one finds in accessible form thousands of practical suggestions which have hitherto been scattered through the pages of the household magazines.

Handbook of Home Economics.

By Etta P. Flagg

While this book is primarily intended for teachers of Domestic Science, it is so planned and written as to be self-educational for all students of home economics. Terse and practical.

The Home.

By Charlotte Perkins Gilman

It is not necessary to agree with Mrs. Gilman in order to enjoy her. She seems to have an instinct for touching the living problems of the present-day home and no one can read her book without being forced to think and to meet old duties with fresh intelligence.

Home Decoration.

By Dorothy Tuke Priestman

A book of valuable suggestions for the home-maker, covering such topics as: The Outward Appearance of the Home, Selecting Furniture, Arranging a Room, Decorative Ornaments, Rooms for Young People, and many others; thoroughly practical and serviceable and abundantly illustrated.

Home Problems From a New Standpoint.

By Caroline L. Hunt

The titles of some of the chapters, "More Life for Woman," "More Life for Man," "More Joy in Mere Living," and "More Beauty for All," suggest that this book is inspirational rather than informational. It is a good book for a man and his wife to read together, before reading the book by the Bruéres. It suggests the *ideals* which will *inspire* and maintain a program for economical efficiency.

***Increasing Home Efficiency.**

By Martha Bensley Bruére and Robert W. Bruére

This is a clever volume on the subject of Home Economics—a subject close to the heart of every woman in these days of high prices and small incomes. The statistics upon living within certain incomes are discussed and comparisons drawn between various typical methods of spending and saving the family income. Countless, original, labor-saving devices, making use of means at hand to reduce expenses and spare strength, both in the home and in the community, the question of educating and caring for the children and many other problems constantly recurring in the home are fully considered in a practical and soul-searching manner.

The book discusses in a simple and practical way methods of dividing an income, of making a budget, of administering the home, of marketing, of cutting down the cost of living, of saving, and of paying the expenses of the children and launching them into their vocations. This is a veritable textbook for men and women who wish to conduct their households economically and efficiently.

A New Book of Cookery.

By Fannie Merritt Farmer

There is no end to cook books, but the seventeen years' success of the Boston Cooking School Cook Book is certainly a warrant for a satisfying new handbook by its author. Miss Farmer gives nearly 890 recipes and the book is abundantly illustrated.

The New Housekeeping.

By Caroline French

The first endeavor to apply scientific management to housekeeping. The author discusses short cuts in doing work, making purchases and managing help. One of the most useful parts of the book is the series of illustrations of the most recent utensils for a kitchen and home.

III. REMINISCENCES OF CHILDHOOD.

"Still the weight will find a leaven,
Still the spoiler's hand is slow,
While the Future has its Heaven,
And the Past, its Long-ago."
—Lord Houghton.

Many persons are instructed more by graphic pictures of home life than by scientific theories upon the subject. Mrs. Richards' description of the motherhood and home life of Julia Ward Howe is already a classic, as is Mrs. Cheney's life of Louisa Alcott. Two standards upon boyhood reminiscences are those by Howells and Warner. Childhood is seen through the veil of poetry by Canton, Grahame and Pater. The best description of grown-up children is in Mrs. Gillmore's book. Little girls were never portrayed better than in "Emmy Lou."

Being a Boy.

By Charles Dudley Warner

An elderly boy's reminiscences and reflections upon his boyhood, which he lovingly remembers. Full of dry, unexpected humor.

The Believing Years.

By Edmund L. Pearson

"The Believing Years" is a book of recollections of boyhood, full of a whimsical humor and gentle satire which will make the "grown up" turn back to his own youth and refresh himself in a reminiscent view of his own believing years.

A Boy I Knew, and Four Dogs.

By Laurence Hutton

The author says, "These histories are absolutely true from beginning to end, nothing has been invented, no incident has been palliated or elaborated." For this reason the reader feels that he gets nearer to the real life of a child than if the author's imagination had enveloped his childhood with a golden haze.

A Boy's Town.

By William Dean Howells

Humorous account of the author's boyhood in a southern Ohio town.

The Child in the House.

By Walter Pater

No more beautifully written picture has ever been made of the life of a shy and sensitive child than this. The style of Pater is as carefully cut as a cameo. The book will not appeal to all readers, but parents of children with natures like his will find it wonderfully interpretive.

Children's Sayings.

By William Canton

Not pretentious enough to be called a treatise on child study, nevertheless the author of this charming collection has gathered in somewhat logical order various unpremeditated speeches by "the pilgrims of the dawn," which he introduces by many shrewd digressions upon his own observations of the ways of little folks.

Concerning Paul and Fiametta.

By Mrs. Lizzie Allen Harker

Introduces the same amusing and delightful group of English children who appear in the "Romance of the Nursery," and like it, is written about children rather than for them.

The Court of Boyville.

By William Allen White

"The way to Boyville" lies through a country town inhabited by small, all important, unscrupulous, not overclean, barefoot boys; also by a few parents, guardians, dogs and other cattle.

Day Before Yesterday, and Beyond Chance of Change.

By Sarah Andrew Shaefer

Two delightful books, not so well known as they ought to be, perhaps because of their undescriptive titles. They give various incidents and adventures of childhood in which they reveal the unexpected sensitiveness and influences, expressive sometimes of pathos and sometimes of humor.

Emmy Lou.

By "George Madden Martin"

A lovesome account of a little girl from nine to twelve, from the early days of arithmetic until she discovers that she is pretty. The author seems to have come close to understanding a lassie's heart. Much delightful humor runs through the pages.

The Golden Age.

By Kenneth Grahame

Reproduction of the child's world by one of the rare men to whom a child's point of view still remains accessible.

The Invisible Playmate.

By William Canton

With this little book are bound two others, one entitled: "W. V., Her Book," and "In Memory of W. V." A tender and poetic reminiscence of the author's little daughter. There are many sweet sayings and charming verses, but the greatest value of the book to a parent is in its description of a companionship between father and little daughter which is ideal in insight and scope. The literary style is simple and beautiful and the book is already an English classic.

Life, Letters and Journals of Louisa M. Alcott.

By Ednah D. Cheney

Louisa May Alcott is universally recognized as the greatest and most popular story-teller for children in her generation. She has known the way to the hearts of young people not only in her own class and country, but in every condition of life and in many foreign lands.

The Life and Letters of Lewis Carroll.

By Stuart Dodgson Collingwood

This life of the author of "Alice in Wonderland," by his nephew, is not only one of the most charming biographies of a lovable man that has ever been written, but it also gives lovely glimpses in the lives of many children of eminent Englishmen. It is beautifully illustrated with portraits.

The Madness of Philip, and Other Tales.

By Josephine Dodge Daskam

Humorous and imaginative stories which embody the innocence and logical illogicality of childhood.

A New England Boyhood.

By Edward Everett Hale

Almost a standard book, from the life of a Boston boy in the middle of the last century, written in that pleasantly rambling style which is Dr. Hale's characteristic.

A New England Girlhood.

By Lucy Larcom

The companion volume to Dr. Hale's "A New England Boyhood," giving a chapter out of New England life in the days before factory work became slavery. It is a charming picture of an ambitious girlhood in the transcendental period.

Phoebe and Ernest.

By Inez Hayne Gillmore.

Those who laughed over these descriptions of the high school and college life and social experiences of this brother and sister when they appeared in one of our popular magazines will not need to be reminded that Mrs. Gillmore has given us here one of the most wholesome pictures of the life of maturing boyhood and girlhood which has been painted in America. Many a parent of adolescents will gain from this book a deeper thoughtfulness and wisdom in dealing with the new feelings and instincts that appear in the closing years of childhood.

The Romance of the Nursery.

By Mrs. Lizzie Allen Harker

A pleasant account of a group of English children in their home. The characterizations of the individuals are acute, but the special value of the book is its picture of a wholesome family life.

The Very Little Person.

By Mary Heaton Vorse

This is the attractive history of the emotions and experiences of a young father and mother during the first years of "The Very Little Person's" life.

When I Was Your Age.

By Mrs. Laura E. Howe Richards

Record of the sayings, doings, pranks and mischief of the four little daughters of Julia Ward Howe. It throws an interesting and very loving light on the personality of Mrs. Howe.

Whilomville Stories.

By Stephen Crane

Collection of humorous stories about children. Author has a keen insight into boy nature and sympathy for the sorrows of children. Written in a crisp style devoid of sentimentality.

IV. CHILD STUDY.

"There are some ways in which we can play on an instrument, and some ways in which we cannot. Instead of blaming the instrument we had better learn the stops."—*W. H. P. Fawcett.*

Dr. Tracy's volume studies the child from the viewpoint of psychology. Drummond's and Sully's from the standpoint of what the child does. Mrs. Mumford's book gives an orderly outline of child

development, especially emphasizing the moral side. Mrs. Birney's book is practical, and old-fashioned, in the best sense. Kirkpatrick has written two books, not so simple as the others, in one of which, "Fundamentals of Child Study," he studies the universal child, discussing particularly the development of his instincts. In his other book, "The Individual in the Making," he goes over the same ground from the basis of the individual child. Miss Shinn's book is our finest upon the child until he is a year old, and Dr. Major's upon the child until the end of the third year. Read Sully on children up to six. Dr. Dawson's little book is recommended upon the development of the religious instinct.

The Adolescent.

By J. W. Slaughter

An astonishingly fruitful little book upon an important subject. The author avoids the note of alarm which underlies much writing on this subject and speaks very instructively and hopefully upon many of the home problems of this period.

The American Child.

Elizabeth McCracken

A great many books have been written, criticizing severely and unfavorably the American child. This book is not one of these. It presents quite another view of the American child; it praises that child enthusiastically and affectionately. The author knows a great many American children, and writes from actual observation. Persons who already intimately know and greatly like American children will enjoy this book. As for those persons who do not,—this book will help them to a nearer acquaintance and a more favorable opinion.

***The Biography of a Baby.**

By M. W. Shinn

A charming simple study of the first year of a child's development. Baby Biography in General. The New Born Baby—Structure and Movements. Sensations and Consciousness. The Earliest Developments. Beginnings of Emotion and Progress in Sense Powers. Progress Toward Grasping. She Learns to Grasp, and Discovers the World of Things. The Era Of Handling Things. The Dawn of Intelligence. Beginnings of Locomotion. Creeping and Standing. Rudiments of Speech, Climbing and Progress Toward Walking, Walking Alone, Developing Intelligence.

Boy and Girl Adolescent Period.

By Emma Virginia Fish

This simple treatise on the psychology of adolescence is written by one who has "given years of earnest preparation to the work, and who has had direct experience in dealing with children of adolescent age both in church and Sunday-school work and in organizing boys' and girls' clubs." It deals with such subjects as growth, the care of the body, the dignity of sex, the social instinct, making home attractive to young people, etc. The psychological analysis of the prominent instincts of this period is good, and the practical suggestions as to dealing with them are helpful ones.

The Child.

By Amy Eliza Tanner

This book is a valuable text-book on Child Psychology, written primarily for class study, but one which will prove very helpful to the intelligent mother in its scientific analysis of child-life in its various stages, and its lucid simplicity of statement. As a source book of general and reliable information concerning the psychological facts of child-life as gathered from many sources, it will prove its own worth.

1. Introduction. 2. Growth of the Body. 3. Abnormal Bodily Conditions. 4. Feelings and Ideas of Sex. 5. Sensations and Preceptions. 6. Memory. 7. Imagination. 8. Conceptions and Reasoning. 9. Religious Sentiments and Theological Ideas. 10. Conception of Good and Evil. 11. Feelings and Emotions. 12. Interests. 13.

Impulse Reflex and Instinctive Movements. 14. Growth in Control of the Body. 15. Imitation and Suggestions. 16. Language. 17. Rhythm and Music. 18. Drawing. 19. Play. 20. Summary.

The Child: A Study in the Evolution of Man.

By A. F. Chamberlain

One of the best summaries of child study. A fund of information and sources, valuable and readable for all interested in the knowledge of the child.

1. The Meaning of the Helplessness of Infancy. 2. The Meaning of Youth and Play. 3. The Resemblances of Youth. 4. The Period of Childhood. 5. The Language of Childhood. 6. The Arts of Childhood. 7. The Child as Revealer of the Past. 8. The Child and the Savage. 9. The Child and the Criminal. 10. The Child and Woman.

The Child and His Religion.

George E. Dawson

This is a collection of articles by the author, published in book form for convenience in home and educational discussions. Revolt against early methods of forcing a child to accept customary modes of life and thought is contrasted with modern efforts to encourage his natural instincts, and the author discusses how this doctrine of interest can be adopted for religious education during a child's mental and physical development. Children, naturally religious, instinctively endow the world and its apparently inanimate parts with life and thoughts similar to their own and thereby gain companionship with such objects as woods, trees, their own toys and heavenly bodies. Considering the Bible's claim as a primary source of principles necessary to understanding of Christian civilization, Dr. Dawson includes interesting statistics in regard to children's preferences in Bible reading. He holds that a child may be bewildered between scientific and religious instruction unless he is taught a God who can be identified with his own natural world, and considers Froebel's Kindergarten and the typical Young Men's Christian Association as most consistent attempts at religious instruction.

Childhood.

By Mrs. Theodore Birney

Of this valuable book, Dr. Stanley Hall says: "The author has a head and heart so full of motherhood and so freighted with its lessons, and with the new and higher sense of its meaning that she has found the right way by intuition" * * * The book presents in unusually attractive, clear and forcible English the substance of what parents most need to know in order to make their influence more felt for good upon the rising generation. "Mrs. Birney was founder of the National Congress of Mothers." The book is unusual in its simplicity, its common-sense dealing with the problems of home life. It is written by a mother who knows whereof she speaks because she has practiced what she preaches.

1. Introduction. 2. Amusements. 3. Fear, Anxiety and Grief. 4. Fresh Air and Good Respiration. 5. Co-operation Between Home and School. 6. Obedience and Punishment. 7. Individuality. 8. The Child Away from Home. 9. Habits and Will. 10. The Education of Girls as Future Wives and Mothers. 11. The Education of Boys as Future Fathers and Citizens. 12. How to Make Home Attractive. 13. On Manners. 14. A Plea for the Allowance. 15. Reading for Children. 16. Growing up with One's Children. 17. Companions. 18. Temperament and Discipline. 19. The Moral Value of Occupation. 20. Adolescence. 21. The Choice of Occupation. 22. Character Building. 23. The Christian Spirit in the Home. 24. Christmas Shopping with the Children. 25. Questions and Answers.

The Conservation of the Child.

By Arthur Holmes

The first popular book describing the patient work which is being done in clinical laboratories with backward children. While these descriptions of children who are "born short" are often saddening, the general impression of the book is encouraging. Dr. Holmes gives a very valuable classification of cases, which must be helpful to parents who are concerned about their little ones.

The Dawn of Character.

By Edith E. Read Mumford

A Study of Child Life. An endeavor to interpret the child's experiences from his own point of view. Further, the author justifies discipline in that by helping the boy to overcome the difficulties of his nature it not only increases his mental and moral efficiency as he grows to manhood, but adds to the fullness and joy of his life while he is yet young.

1. A Plea for a Closer Study of Child Life. 2. The Contents of the Child's Mind. 3. The Growth of the Child's Mind. 4. The Growth of Imagination. 5. The Law of Habit. 6. The Growth of Habits. 7. The Development of the Will. 8. The Training of the Will. 9. The Place of Punishment in Education. 10. Freedom Within the Law. 11. Childish Curiosity. 12. The Dawn of Religion. 13. Some Different Types of Children. 14. The Child's Point of View.

The Development of the Child.

By Nathan Oppenheim

Dr. Oppenheim has small patience with much of the accepted theory of heredity and a large belief in the development that comes from environment. He would deepen the conviction in the mind of parents that the final outcome of children's lives depends upon the influence that parents or guardians provide. There is some valuable material on "Facts in Comparative Development," and a chapter on the "Place of Primary Schools" presents the strength and weakness of the kindergarten idea. Dr. Oppenheim would have the requirements of the word "kindergarten" fulfilled and have the sessions held in a garden rather than in the "unlovely walls of a bleak room." This volume would be of no little value to the student of present-day conditions in education.

First Steps in Mental Growth.

David R. Major

Dr. Major presents a series of studies adapted to parents and teachers interested in mental development. The studies are gathered from observation of the author's own child from his birth to the end of his third year and the deductions were gathered in the opportunities offered for such close intimacy with his own offspring. The development of movement, sight, expression of feelings, memory and language are closely followed with interesting observations noted at the time.

Fundamentals of Child Study.

By E. A. Kirkpatrick

This book is "the fruit of fourteen years' experience in studying and teaching child study, and of seven years' experience as a father," and is "a discussion of instincts and other factors in human development with practical applications, and is designed to aid investigators, students, teachers and parents in their investigations in child psychology."

A Discussion of Instincts and Other Factors in Human Development: 1. Nature, Scope and Problems of Child Study. 2. Physical Growth and Development. 3. Native Motor Activities and General Order of Development. 4. Classification of Instincts. 5. The Early Development of the Human Infant. 6. Development of Individual Instincts. 7. Development of the Parental and Social Instincts. 8. Development of Adaptive Instincts—Imitation. 9. Development of Adaptive Instincts—Play. 10. Development of Adaptive Instincts—Curiosity. 11. Development of Instincts—Regulative. 12. Development of Instincts—Various Resultant Instincts and Feelings. 13. Development of Instincts—The Expressive Instinct. 14. Development of Intellect. 15. Heredity. 16. Individuality. 17. Abnormalities. 18. Child Study Applied in Schools.

***The Individual in the Making.**

By E. A. Kirkpatrick

"This book is an attempt to trace the development of the child's mind as a whole through various stages. The educator, like the mariner, needs a chart by which he may guide the child into the most favoring channels and past the most serious dangers that are found in each stage of development, from childhood to maturity. The author * * * believes that the descriptions and suggestions herein given lead toward the truth."

PART 1. General Principles of Subjective Development. CHAP. 1. The Personality. 2. Interest. PART 2. Stages of Development. CHAP. 3. General Description. 4. The Pre-Social Period. 5. Imitating and Socializing Stage. 6. Period of Individualization. 7. Period of Competitive Socialization and Regulation. 8. The Pubertal or Early Adolescent Period. 9. Later Adolescence. PART 3. Relation of Stages of Development to Education. CHAP. 10. Function of Education. 11. Aims, Materials and Methods at Different Periods.

***An Introduction to Child Study.**

By W. B. Drummond

The author does not claim either originality or thoroughness, but this is a simple and sensible book, of English origin, for those who wish to understand their own children through a study of childhood. The author begins with statements especially reassuring to parents. There is a good chapter with the title "How to Study a Baby." He goes on to discuss the facts of growth, the development of the senses and the nervous system, the instincts of children and their relation to habits, the interests of children and their relation to education, forms of expression from moral characteristics, the religion of the child, and peculiar and exceptional children.

The Psychology of Childhood.

By Frederick Tracy and Joseph Stimpfl

There is no better short book upon child study from a psychological standpoint than this. The authors take up in turn the development of the senses, the intellect, the feelings, the will, language-power, and the aesthetic, moral and religious ideas of children. The last chapter is upon psychopathic conditions in child life. Although scholarly, the book contains many illustrations from lives of individual children. In the seventh edition, published in 1909, the book has been enlarged and its references brought up to date.

A Study of Child Life.

By Marion Foster Washburne

An outline study intended for mothers. There is an opening chapter upon the way a child develops. Among the subjects discussed are: "Faults and their Remedies," "Character Building," "Play," "Occupations," "Financial Training," and "Religious Training." Mrs. Washburne has a genius for distilling the thoughts of many books into a simple and useful product.

Studies of Childhood.

By James Sully

Contents: Age of Imagination, Dawn of Reason, Products of Child-thought, The Little Linguist; Subject to Fear, Raw Material of Morality, Under Law; Child as Artist; The Young Draughtsman; Extracts from a father's Diary, George Sands's Childhood; Bibliography. Valuable from birth to 6th year.

The Unfolding Life.

By Antoinette Abernathy Lamoreaux

This book "is the 'beaten oil' drawn from the rich and ripe experiences of one of the best students of childhood and teachers of children in our land." "It is well named—'The Unfolding Life.'" It is "well written" in clear, logical style, and it is "well timed," for it presents the psychology of childhood with simplicity, applying it largely to the "every-day problems of the average home and Sunday-school." If the author seems at times to be a little over-conscientious and serious in her dealing with the phases of child culture, she will prove a great inspiration and practical help to many earnest mothers and Sunday-school workers.

V. PSYCHOLOGY.

"The most important ingredient of efficiency is desire to know."—*William H. Allen.*

Kirkpatrick is recommended as a general text-book, for the reason given below. The ground covered by Baldwin in his "Mental Development" is suggested in the chapter headings which follow. Swift is especially delightful in his studies of particular developments of the child mind, while Dewey's book covers an important matter which is of interest to every parent and teacher.

Genetic Psychology.

By E. A. Kirkpatrick

There are several good standard books upon psychology, notably those of James, Angell, Thorndike, and Judd, but this one has been chosen for this list because those who read the other two sensible books by Principal Kirkpatrick may be glad to turn to this one also. The book is one only for trained readers. The author discusses animal behavior and traces its evolution up into the behavior of man, branching it into consciousness, feeling, adaptive activity, and learning activity. There is a list of references at the end of each chapter.

How We Think.

By John Dewey

Dr. Dewey's close contact with the child mind through his laboratory school has equipped him to give us a most accurate and simple discussion of this important topic. Each parent and teacher needs to know how a child does his thinking before he tries to help him in the processes of thought. Some of the chapter titles are as follows: "What is Thought?", "Natural Resources in the Training of Thought," "School Conditions and the Training of Thought," "The Means and End of Mental Training."

Mental Development in the Child and the Race.

By J. M. Baldwin

Of interest no less to biologist than to psychologist. Full of original and suggestive material.

1. Infant and Race Psychology. 2. A New Method of Child Study. 3. Distance and Color Perception by Infants. 4. The Origin of Right Handedness. 5. Infant's Movements. 6. Psychological Suggestion. 7. The Theory of Development. 8. The Origin of Motor Attitudes and Expressions. 9. Organic Imitations. 10. Conscious Imitation—The Origin of Memory and Imagination. 11. Conscious Imitation—The Origin of Thought. 12. Conscious Imitation—Conclusion. 13. The Origin of Volition. 14. The Mechanism of Revival—Internal Speech and Song. 15. The Origin of Attention.

Mind in the Making.

By Edgar James Swift

Standards of human power; criminal tendencies of boys; the school and the individual; reflex neuroses and their relation to development; some nervous disturbances of development; the psychology of learning; the racial brain and education; experimental pedagogy; school-mastering education; man's educational reconstruction of nature.

Story of the Mind.

By J. M. Baldwin

Authoritative; not too deep or technical for an ordinary reader to understand and enjoy.

VI. BOOKS FOR PARENTS OF YOUNG CHILDREN.

"Would ye learn the road to Laughtertown,
 O ye who have lost the way?
 Would ye have a young heart though your hair be gray?
 Go learn from a little child each day.
 Go serve his wants and play his play,
 And catch the lilt of laughter gay,
 And follow his dancing feet as they stray;
 For he knows the road to Laughtertown,
 O ye who have lost the way."

—Katharine O. Blake.

Perhaps, on the whole, the most satisfactory compendium for the physical care of children is Griffith's. Newton, Sill and Clock are good smaller compilations. Dennett deals especially with the everyday things that the mother has to meet. Kerr discusses not only the physical but also the educational and moral problem. Holt's book is convenient because it is in catechism form and is easy of reference. For the average mother, the best comprehension of the Montessori method may be obtained from Mrs. Fisher. Mrs. Chenery's little book upon the training of young children is in delightful story form and is very practical.

NOTE.—See also the divisions, "Kindergarten Methods" and "Physical Problems."

*As the Twig Is Bent.

By Susan Chenery

A book of special interest to parents of young children. It treats of the first seven years of the child's life and deals largely with the cultivation of character, the teaching of truthfulness, obedience, honor and reverence. It is an account of a visit to a young mother, and of the conversations that naturally turned on children and the wisest course to start them on their journey.

The best thing in the book is the sane and balanced character of the mother, whose ideas of discipline are happily free from the false sentimentality which often creeps into books of this type.

1. Why It Was Written. 2. Truth and Honor. 3. Growth of unselfishness. 4. Concerning Obedience. 5. Culture of the Child's Love. 6. Parental Sympathy. 7. Thrift. 8. Temper. 9. Habits. 10. Work and Play. 11. The Child's Happiness. 12. The Child's Thought of Death. 13. The Child's Religion. 14. A Final Talk With Helen.

The Care and Feeding of Children.

By L. Emmett Holt, M.D.

An authoritative catechism for the use of mothers and children's nurses. A most valuable book.

1. The Care of Children.—Each Chapter is divided into sub-heads relating to subjects included in chapter head. 2. Infant Feeding.—From birth to third year. 3. The Diet of Older Children.—Including food formulas and general rules to be observed in feeding. 4. Miscellaneous.—Concerning the simple and contagious diseases, etc.

The Care and Training of Children.

By Le Grand Kerr, M.D.

Dr. Kerr is a prominent Brooklyn physician of many years' experience. This book concerns the *mental* and *moral* training of children as well as their care in both sickness and health. He tells how many children's illness may be prevented and a vigorous growth secured. He insists strongly on the differences in children, even in those having the same parents; he points to the need for recognizing these differences in all questions of medical treatment and upbringing. *This is essentially a parents' book.*

1. In the Child's Room. 2. Clothing. 3. Diet. 4. Bathing. 5. Sleep. 6. The Bowels. 7. The Teeth. 8. Weight and Height. 9. Education at Home and in the Kindergarten. 10. Education at School. 11. The Relations of the Parent to the Child. 12. Government of the Child. 13. Punishment. 14. Gentle Methods in Government. 15. The Moral Failings of Nervous Children. 16. The Child's Literature. 17. The Child's Friends. 18. The Child's Amusements. 19. The Child's Possessions. 20. The Question of Sex. 21. Evil Habits.

***Care of the Baby.**

By J. P. C. Griffith, M.D.

Manual for mothers and nurses, containing practical directions for the management of infancy and childhood in health and in disease.

1. Before the Baby Comes. 2. The Baby. 3. The Baby's Growth. 4. The Baby's Toilet. 5. The Baby's Clothes. 6. Feeding the Baby. 7. Sleep. 8. Exercise and Training—Physical, Mental, Moral. 9. The Baby's Nurses. 10. The Baby's Room. 11. The Sick Baby.

The Child: Its Care, Diet, and Common Ills.

By E. Mather Sill, M.D.

Another of the many useful handbooks for mothers who have the care of young children. The book is handy in size and covers a great variety of topics. There is a careful description of the necessities of the newborn baby, but perhaps the most valuable portion of the book is its description of the symptoms of the common maladies and of the utensils commonly used in the hygienic care of little children.

The Healthy Baby.

By Roger H. Dennett, M.D.

A book intended to make clear to the mother just how to do best the ordinary, everyday things that every mother has to do for her child. There is a brief description of the early development of body and mind with practical suggestions about developing proper physical habits. The second part deals with hygiene and training; the third, with common ailments; the fourth, with the care of the special organs; the fifth, with feeding and diet. The book closes with convenient lists and tables of the most practical character.

***A Montessori Mother.**

By Dorothy Canfield Fisher

An American mother, who has been intimately associated with Dr. Montessori—to whom, by permission, this book is dedicated—tells what American mothers, and many teachers, want to know about the Montessori apparatus, its use in the home, possible American substitutes, and the general principles underlying this new system of training young children.

Intended to aid the American mother of average education to improve the condition of her little children's lives now, before they grow up, without waiting for the organization of Montessori schools.

The Montessori Method.

By Maria Montessori

Translated by Annie E. George
Introduced by Henry W. Holmes

Dr. Maria Montessori's methods, as practiced in Rome, Paris, New York and elsewhere, have created a sensation in the educational world. The system is the product of years of scientific experiment based not on abstract theories, but on a study of the nature of the individual child. Among the foundation stones of the system are the development of individuality in the child and the careful training of the senses as a basis for future mental associations. This book is an authorized translation of her Italian work, giving a full exposition of her ideas, methods and material.

Mother and Baby.

By Anne B. Newton, M.D.

Mothers who require a handbook on maternity and infancy couched in simple language for every day use will do well to read this book, which although written by a doctor is not intended to take the place of a doctor's advice, but contains general information and hygienic suggestions for the purpose of prevention of illness in the average home rather than its cure. Only the simplest rules for treating sick children are given, as in cases of severe sickness the author believes that individual prescription by the family doctor should be asked for.

The Mother's Year-Book.

By Marion Foster Washburne

Miss Washburne devotes a chapter to each month of the baby's first year, reviewing the conditions of every epoch and what is needed in clothing, diet and exercise to meet them. The mental development to be expected is presented also, and the book will be useful in preparing the inexperienced mother for interesting changes in her baby's mind and body.

Our Baby.

By Ralph Oakley Clock, M.D.

The aim of the author has been to help the young mother to a thorough and intelligent understanding of the requirements of the baby's life. With the exception of simple home treatment for the more common disorders of infancy, suggestions relating to medical treatment have been purposely avoided. The needs of the well baby and not the sick one have been considered. Some of the chapter headings are: "Hygiene," "Baths," "Clothes," "Nursery," "Sleep," "Food," "Training and Habits," "General Care," "Signs of Illness," "Emergencies." The material of each chapter is arranged in chronological order.

The Prospective Mother.

By J. Morris Slemmons

This book, written for women who have no special knowledge of medicine, aims to answer the questions which occur to them in the course of pregnancy. Directions for safeguarding their health have been given in detail, and emphasis has been placed upon such measures as may serve to prevent serious complications.

VII. KINDERGARTEN METHODS.

"This being 'the sort of person to be with children' is a very great secret."—*Marie Hofer.*

This list of books contains several standard treatises on the kindergarten, two or three books on the application of the kindergarten to the home, and a few upon child life as seen from the kindergarten standpoint. The books by Newman and Smith upon the home kindergarten are commended. Miss Harrison and Miss Poulsson give us knowledge of child life in the home as seen from kindergarten windows.

Children's Rights.

By Kate Douglas Wiggin

A book of nursery logic.

1. The Rights of the Child. 2. Children's Plays. 3. Children's Playthings. 4. What Shall Children Read. 5. Children's Stories. 6. The Relation of the Kindergarten to Social Reform. 7. How Shall We Govern Our Children? 8. The Magic of "Together." 9. The Relation of the Kindergarten to the Public Schools. 10. Other People's Children.

A Guide to the Montessori Method.

By Ellen Yale Stevens

The special distinction of this book is that it endeavors to test the theories and methods of Madame Montessori by the principles of modern child psychology, so as to make an accurate estimate of their value. Mrs. Stevens does this carefully and, apparently, impartially, and makes many useful suggestions to mothers as to the improvement of the methods so as to adapt them to the conditions of American children. There is danger that parents will carelessly adopt the methods and lose the spirit of this as with other popular educational movements. The reading of this book would be an antidote to this difficulty.

The Home Made Kindergarten.

By Nora A. Smith

This book holds many helpful and practical suggestions as to how a busy mother, "on the rolling prairie, the far-off ranches, the rocky island, in the lonely lighthouse, the frontier settlement, the high-perched mining camp," or the small apartment, may utilize the kindergarten principle and ideas in her children's lives by way of simple occupation and worth-while amusement.

Home Occupations for Boys and Girls.

By Bertha Johnston

This volume is largely a book of suggestion. The ideas offered have been garnered from various sources, including practical experience in the home, actual daily work in the kindergarten, and recollections of the author's own childhood.

The Kindergarten.

By Susan E. Blow, Patty Smith Hill, Elizabeth Harrison

This contains the reports of a special committee of nineteen made to the International Kindergarten Union. It summarizes the latest educational thought concerning the kindergarten and also contains the best and freshest work of our three greatest specialists. It must be regarded for some time to come as our best book upon this subject.

The Kindergarten in the Home.

By Carrie C. Newman

A book for mothers which will help them to understand their children, and aid in their mental and physical development. The book is full of helpful suggestions by one who for over twenty years has been in close touch with children and parents, and who has made a deep study of the principles and methods of Froebel and his exponents.

1. The First Gift. 2. Play With the Limbs. 3. The Falling Game. 4. The Constructive Faculty. 5. Christmas in the Home. 6. A Bowl of Bread and Milk. 7. The Mirror of Nature.

Letters to a Mother on the Philosophy of Froebel.

By Susan E. Blow

To those who have sat bewildered by words intended to explain the Motherplay these simple, direct teachings will be a revelation.

1. Heart Insight. 2. Self-Making. 3. From Wind to Spirit. 4. Making by Unmaking. 5. Heaven's First Law. 6. The Revelation of Sense. 7. The Soul of the Flower. 8. The Discovery of Life. 9. The Prophecy of Freedom.

Love and Law in Child Training.

By Emilie Poulsson

Miss Poulsson has here taken from a rich store of knowledge and experience a few ideas which she sets forth in practical and inspiring

form. She shows how play educates the baby, how kindergarten principles may be applied in the home, what virtues may be implanted early in life, etc.

1. How Play Educates the Baby. 2. From Play to Earnest. 3. The Application of Kindergarten Principles in the Child's Home Life. 4. From Nursery to Kindergarten and Why. 5. Early Virtues. 6. A Few Hints on Keeping Christmas. 7. The Kindergarten Christmas Tree Transplanted to the Home. 8. The Santa Claus Question. By Laura E. Poulsson. 9. Mrs. Ponsonby's Experiment. 10. Concerning a Few Books and Child Training.

Mottoes and Commentaries of Froebel's Mother Play.

By Henrietta R. Eliot and Susan E. Blow

Mother communings and mottoes rendered into English verse. Prose commentaries translated and accompanied with an introduction treating of the philosophy of Froebel.

The Plan Book Series.

By Mairan Minnie George

Spring (Primary).

Spring (Intermediate).

Autumn (Primary).

Autumn (Intermediate).

Winter (Primary).

Winter (Intermediate).

This series, consisting of six large volumes, covering the three seasons for both primary and intermediary pupils, is intended particularly for kindergarten and school work, but the volumes are equally valuable for the mother. They treat in story, song and verse of the gifts of the seasons and teach in most entertaining fashion very many lessons of botany, natural history, popular science, history, patriotism, etc.

Some Silent Teachers.

By Elizabeth Harrison

Talks by an experienced kindergartner; suggestive and helpful to mothers and teachers.

Songs and Music of Mother Play.

By Frederick Froebel

Verse translations by various writers. Original music replaced by new or newly selected melodies.

A Study of Child Nature From the Kindergarten Standpoint.

By Elizabeth Harrison

Talks for mothers and teachers on the correct understanding of children for their proper training.

I. The Body. 1.—The Instinct of Activity or Training of the Muscles. 2.—The Instinct of Investigation, or the Training of the Senses. II. The Mind. 3.—The Instinct of Power or the Training of the Emotions. 4.—The Instinct of Love or Training the Affections. 5.—The Instinct of Continuity or Training the Reason. 6.—The Instinct of Justice, or right and wrong Punishment. 7.—The Instinct of Recognition, or Training the Will. III. The Soul. 8.—The Instinct of Reverence, or the Training of Worship. 9.—The Instinct of Imitation, or the Training of Faith.

VIII. SCHOOL AND EDUCATIONAL PROBLEMS.

"The one essential purpose of education is to set an individual going from within; to start his machinery, so that he will run himself."—*Ray Stannard Baker.*

This division does not claim to be a complete bibliography of the modern books on pedagogy; it is rather a carefully chosen list of recent books upon the current educational thought and upon some of the

special problems that interest the parent and the teacher. The ordinary school teacher will find this a handy list of the books that will give her direct inspiration and information for the work of every day. Teachers who request will be helped by the Institute to more scholarly individual courses of reading, with page-references to particular topics if desired.

These forty books fall into several classes. The philosophy of education is discussed by O'Shea, Hanus, Thorndike, Groszmann, Bolton, Munroe and Hall. Bolton's book covers the modern philosophy of modern education in the most comprehensive way. Munroe voices the demands of the present. O'Shea discusses separate phases; Hall, in his shorter and longer treatises, in his brilliant and provocative fashion, alternately inspires and raises questions.

The relation of the school to society is discussed by Smith, King, Dewey and O'Shea. Dewey's book is the shortest and has been the most influential. Smith's is most readable.

Child study applied, or experimental pedagogy, is discussed in all the books by Stanley Hall.

Endeavor has been made to select one good book upon each of the special problems of education. For example, the Gesells upon the primary child, O'Shea upon manual education, DuBois upon the point of contact, De Garmo upon interest, Mark upon personality, Keatinge upon suggestion, Ayres and Shields upon problems of backwardness, Perry upon the social uses of the school, Earhart and McMurray upon learning how to study, Carney upon the country school, etc. Mrs. Grice deals with the necessity of relating the home and the school, and DeGarmo shows how to do it. O'Shea discusses the pedagogy of learning to read, and Briggs and Coffman tell how to read in public.

Of talks to teachers, the most famous are those of James. Equally inspiring is the book by Professor Phelps. Dinsmore is simpler, and is for young teachers.

Two books are suggested to give live teachers an insight into current movements of education. One is the one by Garber, and the other is the one by Klemm.

PHILOSOPHY OF EDUCATION

Aspects of Education.

By G. Stanley Hall and others

A collection of some of the child study material which has been gathered by President Hall and his fellow students. The topics are unrelated, but each of them is a practical approach to some real problem of the developing child. No doubt the most useful chapter in the book is the last one, in which President Hall gives a careful reminiscence of his boyhood in a hill town fifty years ago. This picture of the wholeness of life in a simple civilization is of greater value to the parent of to-day who is trying to bring up his child in a normal fashion, or to the educator who is seeking effective methods of training children, than scores of books that have been written upon the theory of education.

The Career of the Child.

By Maximillian P. E. Groszmann

One of the keenest, most patient, and farsighted workers in the composite applied science of education is Dr. Groszmann. In this work he has made a careful analysis of the aims of education; of physical,

mental and moral stages of growth and the best conditions under which this growth can be promoted and the aims of education attained. Herein are discussed the fundamental principles which determine what a child shall be taught. An invaluable book to teachers.

1. Dignity and Responsibility of the Teachers' Profession. 2. The Significance of the Kindergarten and Its Rational Development. 3. The Principal of Co-ordination of Studies. 4. The Physical Side of Education. 5. The Rational Course of Study. 6. The Manual Principle. 7. Kinds of Manual Expression. 8. The Mathematical Evolution of the Child. 9. Geography as a Collective Center. 10. History as a Collective Center. 11. Nature Work as an Objective Basis. 12. Language Teaching. 13. Reading and Literature. 14. Oral and Written Composition. 15. Grading and Promotion. 16. Hygienic Suggestions. 17. Problems of Discipline. 18. The Treatment of Defectives. 19. Criminality in Children. A—As to Causes, B—As to Remedies. 20. The Meaning of High School Education and Secondary Differentiations.

Dynamic Factors in Education.

By Martin V. O'Shea

This book is a discussion of the motor and energetic factors in education. In other words, Professor O'Shea lays great stress upon manual activities in education. He shows how these have a growing place in the curriculum, and he discusses in a practical way the teaching of school-room arts and the development of the hand. In the second part he emphasizes the fact that efficiency depends upon the absence of fatigue, economy in expenditure of energy and hygienic treatment of the eye and nerves and the hand, and, behind all, the development of the individual.

Early Childhood.

By Margaret McMillan

An English importation, but containing many references to American authorities. The special value of this book to parents is that it enables them to understand some of the purposes of modern education. It gives many practical points by which the parent may determine whether his child is developing normally or not. There are many sensible words upon oral and manual training, upon the relation of children to books, and upon the importance of fatigue. Many a mother who feels that she is outside the educational problems in which her own children are involved will find this a very helpful volume.

Education.

By Edward L. Thorndike

This book furnishes an introduction to the study of education, and is primarily a beginner's book. It aims to give the student of education a brief, simple, untechnical account of the aims, methods and results of education, of the conditions set by the laws of human nature and of the part that school education plays in American life.

*Education as Adjustment.

By Martin V. O'Shea

The first of Professor O'Shea's fresh and inspiring studies of education. In this book he discusses the various aims of education, and accepts and discusses particularly the aim of adjustment. The book is largely devoted to the application of methods of obtaining adjustment in the public schools. The author is not so narrow-minded as to think that the school must adjust itself to conditions as they are, but he shows how the school may fit pupils for the larger age to come. The style is sprightly and at times humorous, and the whole book is suffused with common sense. There is a choice list of two hundred and twenty books for reading upon educational problems at the close.

The Education of the Child.

By Ellen Key

This book consists of a single chapter taken out of Ellen Key's great book, "The Century of the Child," which has gone through some twenty editions in Germany and has been successful in several other European countries. The *Ladies' Home Journal* says editorially: "Nothing finer on the wise education of the child has ever been brought into print."

The Modern School.

By Paul H. Hanus

The first chapter has the same title as that of the book. In this chapter the author contrasts the old New England school with the school of to-day. In the following chapter he enlarges upon the main subject by discussing particular problems, such as "The Elective System," "Bridging the Gap between the High School and the Lower Grades," "The Proposed Six-Year High School," "The School in the Home," and "Obstacles to Educational Progress." There is a chapter, stimulating to teachers and school patrons, entitled, "Our Faith in Education." This is a book for every patriotic citizen who is interested in the young, but it is of especial value to teachers and school superintendents.

***Principles of Education.**

By Frederick E. Bolton

This is probably to-day the best single book upon this subject available. It assumes the main, well-tested results of the scientific studies of education and presents them in a continuous, related and unified way. The school teacher or parent who wants the sanest and latest work about education in all its phases should turn to this splendid book.

1. The New Interpretation of Education. 2. Adaptation, Adjustment and Specialization of Functions. 3. Development and Specialization of the Nervous System and the Significance for Education. 4. The Theory of Recapitulation. 5. Educational Significance of Recapitulation. 6. The Culture Epochs Theory and Education. 7. From Fundamental to Accessory in Education. 8. Instinct in Relation to Education. 9. Nature and Nurture: Inheritance and Education. 10. Correlations Between Mind and Body. 11. Work, Fatigue and Hygiene. 12. Individual Variations and Differences. 13. The Nature of Memory Processes. 14. The Nature and Educational Significance of Association. 15. The Wise Use and Training of Memory. 16. Imitation in Relation to Education. 17. Sensory Education. 18. Nature of Imagination. 19. Imagination and Education. 20. Apperception in Relation to Education. 21. Motor Expression in Relation to Education. 22. The Nature of Thinking. 23. The Concept in Education. 24. Induction and Deduction in Education. 25. Emotional Life and Education. 26. Interest and Education. 27. Volition and Moral Education. 28. General Discipline and Educational Values.

Social Aspects of Education.

By Martin V. O'Shea

In this third book of his series, Professor O'Shea dwells upon education as companionship. He takes the subject up in a broad way, dealing in a practical manner with the problems of living together in the home, the matter of disciplining and governing a child, and the social instincts of children which show themselves in the "gang" and conjunct school activities.

THE SCHOOL AND SOCIETY***All the Children of All the People.**

By William Hawley Smith

"The task of trying to educate everybody in which our public schools are engaged has proved to be far more difficult than the originators of the idea of such a possibility thought it would be when they set out upon this undertaking. Moreover, this truth is steadily forcing its way into general recognition among all classes and conditions of modern society. All people who are interested in educational affairs are thinking about the situation and telling about it constantly * * * and these facts prove that the issue of attempting to universalize education is just now one of most intense interest and importance."

The author's attempt to solve this problem is a very interesting and in some ways unique contribution, which will prove useful and suggestive to thoughtful and progressive teachers and parents.

1. "Born Short." 2. "Born Long." 3. Some Comparisons and Conclusions. 4. Nascitur non Fit. 5. How Can These Things Be? 6. Some Cases in Point. 7. Under the Threshold. 8. Some Darker Studies. 9. What Follows? 10. Again the Body. 11. Strictly Between Ourselves. 12. Some Ways and Wherefores. 13. Bits of History. 14. More Bits of History. 15. Some Results. 16. What is Wrong in All This? 17. Can Anything Be Done to Help These Matters? 18. The Law of

the Individual. 19. What is Education? Who Are Educated Men? 20. What Education Must do for the Child. 21. Sympathetic Vibration. 22. Educational Values. 23. Concerning Courses of Study, Diplomas, etc. 24. Some Other Changes. 25. Examinations. 26. Shooting to Hit. 27. Just a Little About Teachers. 28. The Parental Factor. 29. Concerning Institutions. 30. "Making an Act." 31. Manipulation. 32. Reading and Literature. 33. Some Things About Methods. 34. Morals and Religion. 35. The Common Sense of it All.

Education for Social Efficiency.

By Irving King

A book showing how twentieth-century education is going to contribute toward the better ordering of life in America. This is even more practical than his "Social Aspects of Education," of which in a sense it is a sequel. The author discusses the social aim of education, the country school, play as an educator, the social basis of school incentives, social school government, vocational guidance, the school as a social center and other practical and interesting topics.

***The School and Society.**

By John Dewey

This little book may well be called one of the most "popular" educational publications, as it has run through nine editions. It contains three lectures delivered before those interested in the University Elementary School in Chicago, and which deal with The School and Social Progress, School and Life of Child and Waste in Education. There is a very concise, but excellent description of this unique school, which was the experimental laboratory in which Dr. Dewey's original theories on education were "tried out." That these theories are rapidly becoming the dominant note in modern education is now a well-established fact.

Wider Use of the School Plant.

By Clarence Arthur Perry

The author shows that the school is the most natural, logical, and available instrument for the performing of effective social work. His book contains the results of an inquiry into the utilization of school property after day-class hours which has been carried on during the past two years by the Department of Child Hygiene of the Russell Sage Foundation. A most interesting and illuminating discussion of a proposed solution of some of the great social problems of the present day.

EXPERIMENTAL PEDAGOGY

Educational Problems.

By G. Stanley Hall

This monumental study in two stately volumes is a collection of President Hall's most important papers, written during the last score of years, upon almost every educational subject from the pedagogy of the kindergarten to moral education. The first volume is largely devoted to problems relating to the home, the second volume, to those of school life. This work is a veritable treasure house of information gathered from countless sources. Dr. Hall's style is, in general, simple and graphic, but the untrained reader will sometimes be forced to pause in order to face a few pages of hard thinking, or an appalling list of unfamiliar words.

Introduction to Experimental Education.

By Robert R. Rusk

"Trying Out Child Study" might be called the title of this book. It discusses some of the most recent experiences in the study of the general development of children, and such selected developments as attention, memory and imagination, and morals. There are practical illustrations to show the application of these subjects to the school curriculum.

***Youth, Its Education, Regimen and Hygiene.**

By G. Stanley Hall

An epitome of the practical conclusions of Dr. Hall's large volumes on Adolescence in such form as to make them available to parents, teachers and reading circles.

1. Pre-Adolescence. 2. The Muscles and Motor Powers in General. 3. Industrial Education. 4. Manual Training and Sloyd. 5. Gymnastics. 6. Play, Sports and Games. 7. Faults, Lies and Crimes. 8. Biographies of Youth. 9. The Growth of Social Ideals. 10. Intellectual Education and School Work. 11. The Education of Girls. 12. Moral and Religious Training.

SPECIAL PROBLEMS**Agricultural Education in the Public Schools.**

By Benjamin Marshall Davis

This is a comprehensive and useful survey of the situation as to agricultural teaching in America. The author discusses the problems of agricultural education by discussing the situation into which such education fits and the instruments that may be used in solving its problems. He gives us the attitude of the United States Department of Agriculture, the State Departments, and the Bureau of Education toward teaching for future farmers. He surveys the equipment of agricultural colleges and state normal schools. He gives an outline of material available in educational periodicals and other periodical literature. He describes the work of all the farmers' organizations including the boys' agricultural clubs. He points out some of the salient features of actual school work in agriculture. The book closes with a valuable annotated list of over two hundred books upon the subject.

Country Life and the Country School.

By Mabel Carney

This contains perhaps the most detailed account of country social conditions now available. The author discusses the farm home and the farm problem, the country church, the grange, the country roads and the country-life movement. But her special emphasis is upon the problems and opportunities of the country school and in this institution she looks to find the solution of the rural problem in America.

Education for Citizenship.

By Georg Kerschensteiner

This little volume by a German has been so influential that it was translated under the auspices of the Commercial Club of Chicago. The author, who is acquainted with American conditions, describes the existing opportunities for the education of children for citizenship, discusses the aim of such education, and makes practical suggestions for the work both in school and through the non-scholastic educative forces.

Helping School Children.

By Elsa Denison

Miss Denison rightly holds that there is just as much need for interest in improving conditions in the public schools as there is in any other philanthropic work if people "outside" would remember that they are not "outside" but connected with a system which will make or mar the future citizens of the country.

She outlines clearly where social workers, volunteer or professional can find plenty of interesting and necessary occupation in organizing committees on recreation, concerts, publicity, playgrounds, summer schools, home and school co-operation and so on to drawing the general public into close touch with public education, rousing enthusiasm in the pupils themselves. Her ideas are not only helpful as suggestions, but include definite instructions for the formation of organizations for

active work along educational lines. She gives information concerning needed modernizing both of buildings, teaching, and health inspection, which cannot but open the eyes of those who take her advice and interest themselves in this most important of community problems.

Home and School United in Widening Circles of Inspiration and Service.

By Mary Van Meter Grice

A book of inspiration and practical suggestion for Home and School Associations, Parent-Teacher Clubs, Women's Clubs, Mother's Clubs, Citizens' Associations, Fathers, Mothers, Teachers, Social Workers, and all persons interested in furthering a closer co-operation between home and school, and a larger use of school buildings.

How to Study and Teaching How to Study.

By F. M. McMurry

An especially interesting subject to teachers and parents who consider the mental development of children. The author considers the development of the mind of the child as it is affected by the factors of study inside and outside the schoolroom. This is a most interesting and instructive volume.

Interest and Education.

By Charles DeGarmo

Our most valuable book upon its subject. The author discusses both natural and acquired interests of the child. He emphasizes the importance of motor training and lays much stress upon the personal element, the art of exposition, and the art of questioning. The book is one of very great value to the teacher in freshening and inspiring his daily task.

Laggards in Our Schools.

By Leonard P. Ayres

This volume is a study of the over-age child, the child who repeats grades, and the falling out of school of pupils before the completion of the course in American city school systems. It is illustrated with some forty charts and diagrams, and its intercity comparisons are set forth in nearly one hundred tables.

Linguistic Development and Education.

M. V. O'Shea

In order to gather the material for this book Dr. O'Shea has undertaken a series of experiences relating to the teaching of languages. From the results of his personal observation, he has gathered valuable information beginning with the earliest linguistic efforts in infancy and carried through the acquisition of foreign tongues in the later stages of education. The book is interesting from a psychological as well as from an educational viewpoint.

The Making and the Unmaking of a Dullard.

By Thomas Edward Shields

A careful description in dialogue form of the development of a misunderstood boy. The parent or teacher who reads these chapters may find many facts which will be of much help in aiding children who are simply backward or discouraged to secure the education of which they are capable. Almost every phase of the modern development of a boy who is simply out of pace with the school, but who is not feeble-minded, is here discussed. The author is a professor in the Catholic University of America, but there is no sectarian bias in the book.

***The Normal Child and Primary Education.**

By Arnold L. Gesell and Beatrice Chandler Gesell

A most sprightly and stimulating manual for all who are interested in the early education of the child. It gives constructive suggestions on methods of teaching with a background of genetic psychology to make these suggestions more than recipes. The treatment is specific with reference to many practical problems. The book is particularly adapted for teachers of the lower elementary grades, for whom it is the most significant book that has been published in many a day. It will also find a place among a host of intelligent young mothers who are deeply concerned in the educational possibilities of their children, and who desire some non-technical manual which will give them a broader outlook and some pedagogical understanding.

PART I.—Historical Introduction. 1. Humanitarianism and the Child. 2. The Scientific Interpretation of Life. 3. The Scientific Study of the Child. PART II.—The Genetic Background. 4. The Biological Perspective. 5. The Primitive Ancestry of the Child. 6. Instinct and Relaxation. 7. The Hand of the Race and of the Child. 8. Touch and the Appreciation of Things. PART III.—The Pedagogy of the Primary School. 9. Drawing. 10. Dramatic Expression. 11. Phonics and Speech. 12. Language. 13. Handwork. 14. Literature. 15. Reading. 16. Hand Writing. 17. Nature Study. 18. Busy Work. 19. Outdoor Play. 20. Morning Exercises. 21. Discipline. PART IV.—The Conservation of Child Life. 22. Pestalozzi and Home Education. 23. A Healthy Body. 24. A Healthy Mind. 25. The Saving Sense of Humor. 26. Formalism and Child Personality. 27. Childhood the Foundation of Youth, Bibliography, Appendix. The Montessori Kindergarten.

Open-Air Schools.

By Leonard P. Ayres

This is the first adequate treatment of the most important innovation in our educational methods—a plan which makes for more healthy children. Dr. Ayres writes from practical knowledge, and the value of the text is enhanced by more than seventy pages of illustrations and statistical charts.

The Place of Industries in Elementary Education.

By Katharine Elizabeth Dopp

"It is a distinct contribution to educational literature, affording the best interpretation yet given to the tendency to introduce 'occupations' into the elementary school, and maintaining in reference to the entire subject certain positions which will * * * substantially promote the cause of real educational reform."

The Point of Contact in Teaching.

By Patterson DuBois

A helpful, simple book especially for teachers, showing the necessity of natural ways of approach in effective teaching. The book refers to children under twelve. There are many interesting actual illustrations to show what is good teaching and what is bad teaching. This will be more useful to most teachers than many more pretentious volumes.

Reading in Public.

By Thomas H. Briggs and Lotus D. Coffman

No attempt has been made to set forth in this book a novel theory of reading, but the best methods known and used by well-trained and thoughtful teachers are reported in some detail. The volume will be of the greatest help to teachers and parents in instructing children how to read, when to read and what to read from the primary grades up and through the study of literature.

The School in the Home.

By Adolf A. Berle

This is an interesting book of great human, as well as educational interest. Dr. Berle believes that the source of an effective and enjoyable intellectual life lies in the home, and his book is an untechnical and thoroughly practical setting forth of how parents may, with a little

daily attention, save from three to five years of school drudgery for their children and introduce them to the joys of mental effort at a very early period. Dr. Berle has proved his theory in the case of his own four children and in several other interesting and significant cases.

Stuttering and Lispings.

By E. W. Scripture, M.D.

This book has been prepared to meet the needs of physicians and teachers who are constantly confronted with the problem of what is to be done with a lisping or stuttering child. Its author is one who has developed practical methods of producing the maximum result with the minimum expenditure of time.

Teaching Children to Study.

By Lida B. Earhart

This book is a practical and efficient attempt to help teachers and mothers to solve the vexed problems of present-day education. "How shall we teach the children to study?" It contains much valuable expert suggestion for teachers and parents.

The Unfolding of Personality as the Chief Aim in Education.

By Thiselton Mark

This well-known English educator, with his pleasant style, gives us a survey of the way the personality of the child unfolds and of the interplay of these life processes and our educational procedure. It is not a technical book, but it is a most inspiring one to teachers whose outlook is larger than that of mere technic, and it will be helpful to parents who wish to know what is the higher trend of modern education.

TALKS TO TEACHERS

***Talks to Teachers on Psychology and to Students on Some of Life's Ideals.**

By William James

This has for some years been regarded as one of the most stimulating books within the reach of American school teachers. Its humor and vitality make it of equal interest to parents. The first part of the volume is really a simplified psychology of child life, with many practical suggestions. The second part contains talks to teachers upon such stimulating subjects as "The Gospel of Relaxation," "A Certain Blindness in Human Beings," and "What Makes a Life Significant." That the book is good all the way through is evidenced by the page headings, some of which are as follows: "Curiosity," "How Interest is Acquired," "Mechanical Aids to Education," "Old Fogysm Sets in Early," "Over-contracted Persons," "Moral Over-tension," "Heroic Aspects of Common Labor."

Teaching in School and College.

By William Lyon Phelps

"It is a great thing to be a teacher in these present years of grace," exclaims the author, a teacher of twenty years' experience. In intimate personal talks, that are part confessions, part exhortations, but always practical and full of enthusiasm, Dr. Phelps writes helpfully for the ordinary teacher.

The Training of Children.

By John W. Dinsmore

This book for young, inexperienced teachers furnishes sound instruction on the training of children, based upon well known and fundamental truths. The practical is happily combined with the theoretical in a manner that is helpful and interesting as well as easy of comprehension, and the book is written in a manner so simple and so easily understood that no teacher could fail to profit from its reading and study.

CURRENT EDUCATIONAL PROGRESS**Current Educational Activities.**

By J. P. Garber

A report upon Education throughout the world, being the 1911 volume of "The Annals of Educational Progress." This book is edited and endorsed by Dr. Martin G. Brumbaugh, Superintendent of Schools in Philadelphia, and points out in many ways the emphasis of current thought upon the social service of the school and the ever widening opportunities not only to study but also to work and play.

New Demands in Education.

By James Phinney Munroe

These new demands—eight in all—are tersely and convincingly set forth by a noted educator who believes that the fundamental demand in education, as in everything else, is for efficiency—physical efficiency, mental efficiency, moral efficiency. The book is well worth the thoughtful consideration of parents and teachers.

Public Education in Germany and in the United States.

By L. R. Klemm

This book of comparative study is made up of some forty papers which embody the author's twenty years of investigation into German methods of education. It is described by its author as "an attempt at contributing something toward a mutual understanding of the nations which, educationally considered, are at the head of the column of civilization," and is well worthy the attention of parents and teachers, even though they may not agree with all of it. Dr. Klemm demonstrates that it is the German teacher's professional preparation which secures his convincing success.

IX. PLAY AND GAMES.

"Happy hearts and happy faces,
Happy play in grassy places—
That was how, in ancient ages,
Children grew to kings and sages."

—Robert Louis Stevenson.

Johnson is already our classic upon the educational value of play. The most complete graded handbook of games is that by Jessie Bancroft. Baker has written a good little book upon indoor socials. Mrs. Wells has two books showing how to do tricks. Johnson's little handbook of games for recess has the same educational ideal as his larger volume. Two books are given upon home entertainments by Linscott and Glover. One good book has been suggested upon such special topics as swimming, baseball, athletic sports, playgrounds and folk dancing.

American Playgrounds.

By E. B. Mero

This is the standard book upon its subject. The writer, who is a playground expert, shows why public recreation is necessary. He then proceeds to explain how to organize, construct and equip a playground, discusses the work of its supervisors, gives games and exercises, and offers a great deal of useful miscellaneous information. Those who wish to inaugurate the playground movement in any community, or to be able to judge good work when they see it, should familiarize themselves with this handbook.

At Home in the Water.

By George H. Corsan

When, a few years ago, the Young Men's Christian Associations adopted for their slogan "Every Man and Boy in America a Swimmer," they employed the author of this book to give instruction upon a whole-sale plan. Mr. Corsan handled large swimming classes and it was found that with a very few lessons from a competent instructor, almost anybody could proceed successfully in the practice of swimming. The book issued a little later by the Young Men's Christian Association Press is intended to take the place of these fundamental lessons, or to supplement them. Mr. Corsan is definite in the directions he gives and the volume is generously illustrated.

The Book of Children's Parties.

By Mary and Sara White

With Decorations by Fannie Y. Cory. Working drawings and photographs by Mary White.

This volume is a great help to mothers, aunts and teachers whose pleasure it is to make the children happy on birthday, holiday, etc.

Bright Ideas for Entertaining.

By Mrs. Herbert B. Linscott

Two hundred forms of amusement or entertainment for social gatherings of all kinds; large or small parties, clubs, sociables, church entertainments, etc., with special suggestions for birthdays wedding anniversaries, Hallowe'en, All Fools' Day, Christmas Day, New Year's Eve and other holidays.

Camping for Boys.

By H. W. Gibson

This book will be invaluable to the father who goes camping with his boys, or allows them to do so with others. It is a complete guide-book to the subject, suggesting every necessary detail as to camping ground, tents, food and recreation.

Dame Curtsey's Book of Novel Entertainment.

By Ellye Howell Glover

To the woman who entertains much, and to her who rarely entertains, alike, will this very complete little book prove useful. Every anniversary in the year is included, and the lists of games and diversions for both old and young are full of attractive novelties.

***Education by Plays and Games.**

By George Ellsworth Johnson

A curriculum of plays and games, graded by age from infancy to middle teens, and also analyzed to show the chief mental and physical activities involved in and developed by each of them.

PART I.—The Theory, History, and Place of Play in Education: 1. The Meaning of Play. 2. Play in Education. 3. The Periods of Childhood and Their Relation to a Course of Plays and Games.

PART II.—A Suggestive Course of Plays and Games: Period One (Ages 0-3). Period Two (Ages 4-6). Period Three (Ages 7-9). Period Four (Ages 10-12). Period Five (Ages 13-15).

Father and Baby Plays.

By Emilie Poulsson

This unique book of simple rhymes for father's playtime with baby is full of excellent suggestion for the gala hours in the home life. Miss Poulsson has made happy adaptation of the tossing, jumping, climbing, pick-a-back and romping plays which are the universal expression of the father's playtime with the children.

Floor Games.

By H. G. Wells

This brilliant writer of Utopian novels has written a delicious little book showing how by the use of blocks, toy soldiers, spools and other common articles a parent and child can construct a magic city, can

operate a railroad and can arrange the manoeuvres of an army. The best praise to give this fascinating handbook is to say that it impels the reader at once to hunt up a child and some blocks and do it himself.

Games and Songs of American Children.

By W. W. Newell

A magazine of games and their local variants, counting out rhymes, etc., with notes on sources and history. Melodies used in singing games often given. Bibliographic notes.

Games for All Occasions.

By Mary E. Blain

For children; for grown folks; Hallowe'en, New Year's Thanksgiving, Christmas, Valentine, Easter, Washington's Birthday.

***Games for the Playground, Home, School and Gymnasium.**

By Jessie H. Bancroft

This book is a practical guide for the player of games, whether child or adult, and for the teacher or leader of games. A wide variety of conditions have been considered, including schools, playgrounds, gymnasiums, adult house parties, etc.

The Healthful Art of Dancing.

By Luther H. Gulick

Our best book upon folk-dancing. Dr. Gulick discusses the value of dancing as a part of education, as to its physiology, as a wholesome element of physical exercise, and folk-dancing as an art. The book makes little reference to ballroom dancing, but suggests how this ancient art, properly cultivated, might be made an antidote for the abuses of the ballroom and be to us and our families and social circles a source of joy and reasonable pleasure.

Home Games and Parties.

By Mrs. Hamilton Mott

Describes games for children's home parties, Hallowe'en romps and frolics and miscellaneous amusements.

Indoor Games and Socials for Boys.

By G. Cornelius Baker

This book is divided into the following sections: Indoor Games, Charades, Socials, Hints for Refreshments. It contains descriptions of an abundance of active and novel games for boys. There is a fine list of handbooks of games.

Pleasant Day Diversions.

By Carolyn Wells

A book that must prove a veritable treasure to boys and girls clever enough to follow directions, for it is filled with formulae for all sorts of games, puzzles, card tricks and other pastimes that need little in the way of apparatus. Young people will also find in it useful hints as to entertaining, tree planting, Christmas gifts, tableaux vivants, little plays, valentines—in fact, it would be hard to say where its usefulness would stop.

Rainy Day Diversions.

By Carolyn Wells

A treasury of diverting games, puzzles, plays and recreations for days in the house; the book is suitable for boys and girls of all ages.

What Shall We Do Now?

By Dorothy Canfield

A book of suggestions for children's games and employments. Directions for house and outdoor games, care of pets, candy-making, gardening, etc. Useful hints for mothers, as well as for children of all ages.

What to do at Recess.

By George Ellsworth Johnson

Practical directions for the use of the school playground. The teacher is told just how to begin, what apparatus to provide and what games to play. The needs of the various grades are considered in turn. There is a suggestive list of plays, games and folk-dances at the end of each chapter.

X. HOME CRAFTS AND OCCUPATIONS.

I know a person small—
 She keeps ten million serving-men,
 Who get no rest at all!
 She sends 'em abroad on her own affairs,
 From the second she opens her eyes—
 One million Hows, two million Wheres,
 And seven million Whys!

—From "*Just So Stories*," by Rudyard Kipling.

Four good books are mentioned below for keeping little children in the house: Those by Beebe, Beard, Johnston, Sage and Cooley. It is hard to say which is more valuable, because all of them are full of suggestions as to using common things that are in the house. The book by Keech and the one by Benton lay more emphasis upon work than upon play, and are adapted to older girls. All the Harper books and the Beard books upon crafts for boys are valuable, because they contain such useful sketches and specifications. A number of books have been added to this edition on beginnings in handicraft.

The American Boy's Handy Book.—What to do and how to do it.

By D. C. Beard

Directions for making kites, boats, aquariums, puppet shows and all sorts of games and toys. Classed under the seasons.

The American Girl's Handy Book.—How to amuse yourself and others.

By Lina and A. B. Beard

Directions for games, entertainments, holiday celebrations, needle-work, decorations, drawing, painting, modeling, gymnastics, candy-making, etc. Classed under the seasons.

The Art Crafts for Beginners.

By Frank G. Sanford

A good introductory book to handicraft by a practical teacher. Mr. Sanford tells of thin wood-work, pyrography, sheet metal-work, leather-work, book-binding, simple pottery, basket-weaving and bead-work. There are illustrations and drawings sufficient for instruction in each of the tasks which Mr. Sanford outlines.

Beginning Woodwork at Home and in School.

By Clinton Sheldon Van Deusen, Edwin Victor Lawrence

A small but useful handbook. The authors show just how to go to work. They tell how to put up a shop and take care of tools, how to lay out work, how to plane, saw, chisel and join and how to make furniture. The phrase "the next step," so often used, indicates how explicit and careful are the directions.

The Boy Craftsman.

By A. Neely Hall

This practical volume was written "with a view of helping boys with their problems of earning money as well as furnishing recreative and entertaining work, and to this end the first portion has been devoted to suggestions for the carrying on of a number of small business enterprises, and the second and third parts to outdoor and indoor pastimes for all seasons of the year." The volume is valuable in suggesting ways of earning money as well as entertaining. Nearly every boy feels the need of such suggestions to aid him in raising the funds necessary to carry on his work.

Boys' Book of Model Aeroplanes.

By S. A. Collins

To the boys who are interested in the manual arts and the science of aviation this book will prove a veritable treasure-house of good things. The author has combined in a very happy manner scientific instruction along both theoretical and practical lines. He shows how boys may construct model aeroplanes that will fly. The book is profusely illustrated with drawings, diagrams and photographs.

The Child Housekeeper.

By Elizabeth Colson, Anne Gansvoort Chittenden

A book intended, as the introduction states, to "put poetry into dish-washing and bring sunshine into housekeeping." The use of the book is to teach young girls to work neatly and efficiently at home. There are some pleasant music, poetry and stories in each chapter, yet the poetry does not prevent the book from being most practical. It will be most helpful to mothers in training their little daughters to be home-makers.

The Field and Forest Handy Book.

By D. C. Beard

New ideas for out-of-doors. "It is essentially a book for the use of readers who are living, for the time being at any rate, close to nature in field and forest, men, as well as boys, and who desire to make as much a success of their vacations as possible. Most of the matter is entirely new and original, illustrated by the author.

Harper's Electricity Book for Boys.

By Joseph H. Adams

(With an explanation of Electric Light, Heat, Power and Traction by Joseph B. Baker, Technical Editor, U. S. Geological Survey).

This book will give boys a practical working knowledge of electricity. It tells how to make cells and batteries, switches and insulators, armatures, motors and coils. It shows how easily experiments may be made with home-made appliances, at small cost. Every-day uses of electricity are explained so that boys will understand, and at the same time be stimulated to put forth their own skill and ingenuity. Boys will take delight and pride in the study of this book.

Harper's Indoor Book for Boys.

By Joseph H. Adams

This is a practical and comprehensive book, which will show how a boy's leisure time indoors can be spent both pleasantly and profitably. It takes up carpentry and wood-carving, metal-work and wire-work, relief-etching and clay-modeling, book-binding and printing, and other varieties of indoor occupation. It constantly inculcates neatness and orderliness in work and incites to original thinking and dexterity of hand. As practical training for the growing boy, the book is admirable.

Harper's Machinery Book for Boys.

By Joseph H. Adams

The fifth of a series of New Handy Books for Boys. It shows the boy how he can make the modern world of machinery his own. A practical work in every way. Many illustrations.

Harper's Outdoor Book for Boys.

By Joseph H. Adams

(With contributions by Kirk Munroe, Tappan Adney, Capt. Howard Patterson, Leroy Milton Yale, et al.)

A practical book for boys, with clear directions how to make, build or construct all sorts of things for outdoor enjoyment—windmills, aeroplanes, aquariums, ice-boats, skees, tree-huts, etc., etc. Camp-life, trapping, fishing, boating, and all outdoor sports are dealt with in detail. The directions are wholly practical and have been put to the thorough test of experience.

Home and School Sewing.

By Frances Patton

This volume is the outgrowth of careful study of the subject treated, and conferences of teachers, where were fully discussed all methods pertaining to the art of sewing.

Home Occupations for Boys and Girls.

By Bertha Johnston

This volume is largely a book of suggestion. The ideas offered have been garnered from various sources, including practical experience in the home, actual daily work in the kindergarten, and recollections of the author's own childhood.

1. The Secrets of the Market Basket. 2. Mother Nature's Horn of Plenty. 3. Saved From the Scrap Basket. 4. The Sewing Basket. 5. The Paint Box. 6. Dolls and Doll-Houses. 7. Plays and Games. 8. Festival Occasions. 9. The Key Basket. 10. The Child's Library. 11. Kindergarten Materials—The Gifts. 12. The Occupations. ..

Home Occupations for Little Children.

By Katharine Beebe

A book entirely for the home, suggesting how to use kindergarten material. There are also chapters on work with needle and thread, with paste and scissors, and with paints and pencils. There is a chapter on Christmas and holiday work. Some simple suggestions are made for games and play in the home.

1. "What Can I Do?" 2. Stories and Music. 3. Out of Doors. 4. Suggestions for the Kindergarten Gifts. 5. Suggestions for the Kindergarten Occupations. 6. With Needle and Thread. 7. With Paste and Scissors. 8. With Paint and Pencils. 9. Christmas and Holiday Work. 10. Games and Play. 11. Work and Play.

The Little Folks' Handy Book.

By Lina Beard and Adelia B. Beard

A new and large field of simple handicraft for little folk, giving them an original line of toys and a new line of materials with which to make them. The author brings to children the joy of making creditable and instructive toys of such ordinary things as empty spools, sticks of kindling wood, wooden clothes pins, natural twigs, old envelopes and newspapers, and in this way to encourage resourcefulness, originality, inventiveness, and the power to do with supplies at hand.

1. Paper Building Cards. 2. Toys Made of Common Wooden Berry Baskets. 3. Straw and Paper Furniture. 4. A Newspaper Boat To Sail on Real Water. 5. Paper Jewelry. 6. What to Make of Empty Spools. 7. Old Envelope Toys and How to Make Them. 8. Toys of Clothes Pins. 9. Scrap Book. 10. Toys Made of Common Kindling Wood. 11. Little Twig People. 12. Visiting Card Houses. 13. Playing Indian—Costumes Made of Newspaper. 14. Christmas Tree Decorations. 15. A Home-Made Santa Claus. 16. Nature Study With Tissue Paper.

Lessons in Cooking Through Preparation of Meals.

By Eva Roberts Robinson, Helen Gunn Hammel

A good introduction to cooking is the practical problem of getting a definite meal. This book gives all the recipes required for all the meals in a home for an entire year beginning with September. There are practical hints upon costs and utensils and there is a good bibliography.

Manual Training Toys.

By Harris W. Moore

The best introduction to work is play. Mr. Moore has written a book designed to interest boys in handicraft through their desire to make toys. The opening chapter carefully describes the tools required and each description, from the top to the tailless kite, from the water-wheel to the toy automobile, contains a practical working-drawing. Well-made toys should result from this practical book by an experienced teacher of manual training.

Occupation for Little Fingers.

By Elizabeth Sage and Anna M. Cooley

This is a practical book for little children on how to make things. It is especially intended for schools, but is useful for parents. Articles of small cost are suggested. The book tells how to do cord-work, to make articles from raffia, to do paper cutting, clay modeling, weaving, bead-work, crocheting, knitting, and to make furniture for dolls' houses. There is a special chapter of work for boys and one of work for girls. Many illustrations, both of the work in process of making and the way the articles look when completed.

Real Electric Toy-Making for Boys.

By Thomas M. St. John

A practical handbook by a practical man, supplementing his earlier volumes by showing how to make the things which are in common use with the simplest apparatus. There are five or six chapters upon electric toys, one upon batteries, another upon circuits and connections, and one upon motors. Everything is explained in the most careful way, and there are plenty of working drawings.

Saturday Mornings.

By Caroline French Benton

A little girl's experiments and discoveries. An interesting and valuable series of twelve chapters, most of which originally appeared in the magazine "Good Housekeeping." They deal in a sensible and attractive way with those practical housekeeping problems which every girl should understand.

Three Hundred Things a Bright Girl Can Do.

By L. E. Kelley

Instructed in bead, worsted and thread work, joinery, wood-carving, pyrography, basketry, rug making, clay-modeling, paper flowers, athletics, taxidermy, bee keeping, suggestions for entertainments, girls' clubs, etc.

Training the Little Home-Maker by Kitchengarden Methods.

By Mabel Louise Keech

This is a course in home-making for girls from eight to eleven years of age outlined to cover two years with one lesson a week. The first year's outline gives lessons on table setting, sweeping and dusting, bed-making, dish washing, laundry work and mending. The second year's course includes silver polishing, general cleaning, serving food, repairing furniture, decorations, house furnishings and a few other more "frilly" lessons that naturally follow on after the homelier details have been mastered. There are a dozen or more fascinating songs (words and music) given, to accompany the various lessons.

What and How: A Systematized Course of Handwork.

By Anna W. Henderson, H. O. Palen

A book helpful to mothers upon such occupations as stick-laying, clay-modelling, paper-cutting and weaving. There is a good chapter on

the study of form and color. The book is copiously illustrated by colored pictures, showing how the child's work looks when completed. There is a hand-work outline at the end of the book suggesting occupations for each day for four months.

When Mother Lets Us Cook.

By Constance Johnson

A book of simple recipes for little folk with important cooking rules in rhyme, together with handy lists of the materials and utensils needed for the preparation of each dish. A very useful and welcome book. This is but one of a good series on "when mother lets us" keep pets, play, help, travel, etc.

Wireless Telegraphy.

By Thomas M. St. John

A book for amateurs and students, containing theoretical and practical information, together with complete directions for performing numerous experiments on Wireless Telegraphy with simple, home-made apparatus.

Work and Play for Little Girls.

By Hedwig Levi

This book tells how to make tiny toys out of such common things as match-boxes, corks, and paper. Nearly everything discussed is intended for Christmas presents or for Christmas decorations.

XI. BOOKS AND STORY TELLING.

"World-old and beautiful stories,
Which I once, when little,
From the neighbor's children have heard
When we, of summer evenings,
Sat on the steps before the house-door,
Bending us down to the quiet narrative
With little, listening hearts."

—*Heinrich Heine.*

Lee's book will give thoughtful readers an insight into the spirit which should guide the choice of children's books. The best guide however, for members is that by Miss Olcott. Mr. Arnold's is the most carefully graded and arranged list of actual books.

Of the books upon how to tell stories, those by Bryant, Partridge, Bailey and Lyman are of comparatively equal value. Each contains illustrations of actual stories to tell. The most valuable part of Wyche's book is its stories. Welsh and Lindsay also give good graded collections of stories. Nixon's book gives stories which can also be acted. Stewart, Houghton, Proudfoot and Hodges are our best retellers of Bible stories—Hodges the best of all. Colby and McClintock have written books for teachers showing how to introduce children to good literature. Clark's and Stevenson's books are guides for the children themselves, while Marshall's is not only a guide, but a doorway to the best reading.

Around the Fire.

By H. M. Burr

Some stories which have been successfully told to boys by the writer around a camp-fire. The author has ingeniously taken the fire as the suggestion of his theme and has told in a simple and attractive form stories of the first things in human life,—the potter, the gang, the chief-tain, the artist, the musician and the first forms of religious faith.

A Book of the Christ Child.

By Eleanor Hammond Broadus

A group of legends of the Christ Child from many sources, interwoven with ancient verses and illustrations from the masters. The stories are beautifully told and, while not collected for the purpose of religious instruction, they are full of spiritual symbolism which little children can deeply feel even if they cannot understand.

The Castle of Zion.

By George Hodges

This is a collection of the best Old Testament stories told with the same simplicity and vigor as the New Testament stories by the same author in the book entitled "When the King Came." This collection will be of especial interest to young children who are for the first time reading and becoming acquainted with the great Bible stories.

The Child and the Book.

By Gerald Stanley Lee

This book has been hailed by some critics as the finest volume of essays written in America since Emerson. It is throughout an appeal for the kind of reading which shall make children more vital and originaive. It will appeal only to the most thoughtful parents, but to them it will be a delightful discovery. The style is provokingly digressive, but epigrammatic.

Child's Christ Tales.

By Andrea Hofer Proudfoot

This little book contains a collection of pretty stories and poems about religious subjects suitable for children, and it is illustrated with copies of famous paintings of the Christ Child.

***The Child's English Literature.**

By H. E. Marshall

A fine book, beautifully illustrated in colors, intended to introduce children to the best things in English literature. Interesting stories are told about the lives of great writers. Each chapter closes with a short list of books to read.

***The Children's Reading.**

By Frances Jenkins Olcott

A most admirably comprehensive guide for mothers. It has chapters covering the entire realm of children's literature, each one with a good introductory portion discussing the place of that particular kind of literature in a child's life and then giving a carefully annotated list of books. Unique features of the volume are a list of one hundred stories and where to find them and a purchase list of books with prices.

Fairy Tales a Child Can Read and Act.

By Lillian Edith Nixon

Written originally as supplementary reading material for children of the second grade, the success of the book has justified its publication as children's classics in dramatic form. The good, old wonder tales are presented with the utmost simplicity, and their dramatic quality has proved invaluable as a means of training the imagination of quickening literary appreciation, and of giving power of interpretation through the development of the play instinct of childhood.

Finger Posts to Children's Reading.

By Walter Taylor Field

It discusses various phases of children's reading, with practical suggestions to parents, teachers, librarians, Sunday-school workers—all who are concerned with the education of the child and who are interested in the enlargement and enrichment of his life.

For the Story Teller.

By Carolyn Sherwin Bailey

A new book on story-telling must be distinctive to have a right to enter the lists. The strength of this book is that it is written not only with humor and movement, but it is built upon a sound psychological basis. Each chapter contains a story illustrative of its special point and closes with a list of a score of other stories which illustrate the same point. The author touches such practical matters as the sense appeal of a story, how to begin a story, what to leave out, how to come to a climax, how to use the story for memory training, how to appeal to a child's instincts. There is a good list of story courses at the end of the book.

The First Book of Stories for the Story-Teller. By Fanny E. Coe

As the title indicates, a primary book for the use of beginners in story-telling and beginners in listening.

A Guide to Biography.

By Burton E. Stevenson

(American men of action). This little book is intended as a guide for young readers; an effort to make them see the story-element in the lives of those who have made American history. For this reason, it should be valuable as a supplementary reader to the student of United States History.

Guide to Mythology.

By Helen A. Clarke

For young readers who want a comparative list of the legends and myths of all countries, this book will be a delight, not only because it is well illustrated from copies of famous sculptures and paintings on the subjects, but the tales themselves make fascinating reading aside from their educational and historical value.

A Guide to Reading.

By John Macy

The author says: "This is a Guide to Reading for the Young and not a Guide to Juvenile Books * * * the great writers are the goal and the youth is the traveler. This is why, in a first guide, appear the names of Browning, Carlyle, Tolstoi, Meredith, Gibbon, Darwin, Plato, Aeschylus. A normal youth will not be reading these masters, certainly not all of them, but he will be reading toward them and between the greatest names will be found lesser writers who make easy upward slopes for young feet that are climbing to the highest."

***How to Tell Stories to Children.**

By Sara Cone Bryant

This volume, which deals with the art, purpose and method of story-telling, is the best book of the kind published. It is full of very interesting and valuable suggestions.

Literature and Life in School.

By Rose Colby

This book "seeks to be frankly and simply what its name declares, a book about literature and life in school, a plea for its presence in school life from the first day to the last. * * * This plea is based upon a consideration of the essential need of the children, of the real nature of the subject, and of its true, its proper work consequent thereupon."

Literature in the Elementary School.

By Porter Lander MacClintock

Of particular interest to teachers, concerning the different kinds of literature and the elements of literature that are serviceable in the elementary school. Other matters, such as literature out of school, and definite courses in reading for the elementary school, are exhaustively discussed.

More Mother Stories.

By Maud Lindsay

Miss Lindsay says: "My stories of the happy outdoor world were written in response to the needs of the little children with whom my lot is cast. * * * I have striven to keep them true to Froebel's ideals for Childhood, Truth, Simplicity and Purity." The author has succeeded in her purpose, for these Mother Tales are simple, pure and true.

Mother Stories.

By Maud Lindsay

A few simple stories for mothers and children embodying some of the truths of Froebel's Mother Play.

A Mother's List of Books for Children. By Gertrude Weld Arnold

This helpful list is graded year by year for children from two to fourteen years of age. Each book is very carefully described by a woman of taste and judgment who has evidently read each one of them carefully. The little book has a fine literary tone, and there are many pleasant quotations in the chapter headings and scattered through the descriptions.

Some Great Stories and How to Tell Them.

By Richard Thomas Wyche

Mr. Wyche is President of the National Story Tellers' League and there is no better authority on such subjects as to the choice and use of stories and the best way to tell them. The mother or teacher who desires to increase her power through the use of stories will find this book of great service to that end.

Stories and Story-Telling.

By Angela M. Keyes

Contains a very concise and well-arranged introductory essay, in which is brought out not only the details of the story-tellers art, but also more clearly than elsewhere the various ways in which children respond to stories. Seventy-five simple stories for young children are told in full.

Stories and Story-Telling in Moral and Religious Education.

By Edward Porter St. John

This excellent little volume is very helpful in the teaching of morals, the keynote to social progress. The chapter headings are as follows: The educational value of the story; What a story really is; The use of idealistic stories; Realistic stories and how to use them; Some vital characteristics of good stories; Some tricks of the Story-Teller's trade; Learning to tell a story; The story-interests of childhood; The story-interests of early adolescence; The story-interests of later adolescence; How to use stories; The sources of the story's power; Where to find stories.

Stories Children Love.

By Charles Welsh

The author has compiled a collection of the best known stories grouped in three divisions covering the Kindergarten period, the Grammar school period, and the High School period, thus enabling parents and teachers to select suitable stories for their individual needs. The stories are fitting for children in every stage from the nursery to adolescence, and are beautifully illustrated.

Story Telling: What to Tell and How to Tell It.

By Edna Lyman

"The demand for stories has been carried by the children from the school and library to the home, with the result that those who are not, like the poet, born to the art, have asked of any who would listen, 'What

shall we tell, and how shall we tell it? * * * This book is intended for those who, untrained, must meet this demand for stories and are at a loss where to find material or what to select, and who are limited by small library resources." It is one of the very best books in this important field. We recommend it unreservedly.

Story-Telling in School and Home.

By Emelyn Newcomb Partridge

A great fund of practical information and valuable suggestion to teachers and parents, and plenty of good stories of various types to tell, are brought together in this volume. Calls for help in this field are constant. In response, comes this practical book; simple and direct in manner, informed with a spirit of broad culture and fine taste, and rooted in the experiences of experts and writers in the story-telling field. Part I is connected with the origins and ways of telling stories. Part II contains the stories themselves.

Stories to Tell to Children.

By Sara Cone Bryant

This volume contains fifty-one stories to tell to children, with pertinent suggestions to the story-teller.

Tell Me a True Story.

By Mary Stewart

Bible stories for the children told by a gifted story-teller. Dr. Henry Van Dyke says: "This little book does a useful and much needed thing in a simple and beautiful way. It is written for children by one who understands and loves them. It brings the spirit and meaning of Christianity down, or I should rather say up, to their level. It is not only plain in its language, but clear and natural in its thought and feeling."

Telling Bible Stories.

By Louise Seymour Houghton

A most useful supplement to Mrs. Bryant's "How to Tell Stories to Children."

When the King Came.

By George Hodges

On account of its simple, picturesque style, its pure and beautiful English, and its reverent attitude, this story of the life of Jesus for young people is to be most highly commended. The author's endeavor is to follow the order of the gospel harmony, and to approach as far as possible the scripture attitude and language.

XII. NATURE.

"To see a world in a grain of sand,
And a heaven in a wild flower;
Hold infinity in the palm of the hand,
And eternity in an hour."

—Ralph Waldo Emerson.

Among School Gardens.

By M. Louise Green

Herein is given such information as the nature and purpose of school gardens; where the best ones are to be found; directions to the novice for starting a school garden, and a general discussion of the benefits to be derived from the same. The book abounds in illustrations. Of interest to parents and teachers.

Children's Gardens for Pleasure, Health and Education.

By H. G. Parsons

The title is thoroughly suggestive of the contents of this delightful book. The value of gardens as an aid in the proper development of the child is discussed and emphasized and there are full instructions for the guidance of both parents and children in carrying on this sort of work. There are abundant illustrations.

Little Gardens for Boys and Girls.

By Myrta M. Higgins

A very useful little book, giving explicit directions for making and caring for small gardens. The author writes from a long and happy experience in home gardening. Numerous illustrations add to the interest and value of the book.

A Guide to the Trees.

By Alice Lounsberry

In writing this volume the author has sought to combine the necessary amount of scientific knowledge regarding trees, while not losing sight of the character and recognized place each tree holds in sentiment and tradition. An exquisite feature of the book is great number of drawings and illustrations in color.

Mary's Garden and How It Grew.

By Frances Duncan

The title of this book describes it. It is the story of a child's horticultural experiences from the time she makes the acquaintance of a German gardener in December until she puts her "garden to sleep" the following November. The *modus operandi* in garden making is given so clearly that any child can follow it, and the story is charming meanwhile.

Methods of Attracting Birds.

By Gilbert H. Trafton

Published under the auspices of the National Association of Audubon Societies. A handbook on the most approved methods of attracting wild birds about houses and providing for their needs in winter and summer.

The chapter headings are: "The Need and Value of Attracting Birds," "Nesting-houses," "Attracting the Winter Birds," "Drinking- and Bathing-Fountains," "Planting Trees, Shrubs and Vines." "Bird Protection in Schools," "Bird Photography." The book contains some very valuable tables, such as the names of birds arranged according to the different species of fruit which they eat. It also contains a good index. There are numerous pictures illustrating the text, such as observation boxes, nesting-houses, cat guards, shelters and other photographs too numerous to mention.

Nature and the Camera.

By A. R. Dugmore

How to Photograph Live Birds and their Nests; Animals, Wild and Tame; Reptiles, Insects, Fish and Other Aquatic Forms; Flowers, Trees and Fungi. A most charming little book for the nature-lover and amateur photographer, beautifully illustrated from photographs by the author.

***Nature Study and Life.**

By Clifton F. Hodge

The one best book to arouse an intelligent enthusiasm for nature study. It has to do with all the common forms of animal and plant life, homemade cages, aquaria, aviaries, etc.

Nature's Garden.

By Neltje Blanchan

There is no better handbook for home use in interesting children in flowers. The book is large and impressive. It contains an abundance of colored plates and, among others, illustrations photographed directly from nature. The flowers are arranged for purposes of identification by color and there is also for the first time in a popular book some study of the relationship between flowers and insects.

The Practical Flower Garden.

By Helena Rutherford Ely

No one knows better than Mrs. Ely, the author of the much prized "Hardy Garden" books, just how the practical garden should be evolved. With an encyclopedic knowledge but a plain, interesting way of putting this knowledge, she gives the garden enthusiast the most helpful directions about getting the results for which so many toil in vain. Eight color-plates and twenty-four full page, half-tone plates add to the charming effect of this most fascinating book.

***Star Land.**

By Sir Robert Stawell Ball

This little volume on astronomy, written especially for young people by Sir Robert Ball, Professor of Astronomy in the University of Cambridge, is a good book. It is written in a pleasant conversational manner as though the great professor were talking to the young people, as indeed he is, for this book is largely made up from a series of lectures delivered before a juvenile audience. Not only does Mr. Ball write pleasantly, but he gives his scientific facts in a very clear and simple way, which makes it easy to follow his descriptions and experiments. The sun and moon, the stars, all the distant wonders of our heavenly bodies, are brought close home to us through the medium of this intelligent and sympathetic scientific astronomer.

Stories Mother Nature Told Her Children.

By Mrs. Jane Andrews

Science stories; introduction to outdoor work.

Stories of Woods and Fields.

By E. V. Brown

Description of outdoor objects to be seen in city gardens and parks as well as in woods and fields, arranged in order of seasons, illustrated with extracts of real poetry and a few delicately colored plates.

Trees Every Child Should Know.

By Julia E. Rogers

Easy tree studies for all seasons of the year. This book tells how our more common trees may be recognized and known by their form, color, leaves, buds, etc.; how the different groups of trees may be studied through the autumn, winter, spring and summer seasons. There are many illustrations, with identification keys to the tree groups and families.

When Mother Lets Us Garden.

By Frances Duncan

A sound and useful book on gardening by one of the most skillful and experienced writers on the subject in America. It is suited especially to the needs of the youngest gardeners, but is full of wisdom that might well profit many of their elders. It will prove a helpful book to all who are infants in gardening, whether or not they are infants in years. Only the simpler plants and flowers are dealt with, those with which the little people may hope for success in spite of some natural carelessness and neglect.

The Wild Flower Book for Young People.

By Alice Lounsberry

With seventy-seven illustrations from photographs. In this book the author has told a story wherein the lives of wild flowers and those of children are intermingled by the happy incidents of outdoor life in the country. The language of the book is simple, and relates to surprises in the unfoldings of Nature, and wonders at her laws and beauties. Birds, animals, butterflies and insects also claim their share of attention.

Wild Flowers Every Child Should Know.

By Frederic William Stack

This volume shows that in order to become acquainted with the more common wild flowers and their individual traits, no preparatory course or special instruction is necessary. It brings one into contact with the more common species in the most direct and interesting manner, including plant and flower connection, with history, legend and medicine. It is beautifully illustrated and abounds in notes and rich descriptions.

XIII. ART—MUSIC—DRAMA.

"Beautiful art can only be produced by people who have beautiful things around them and leisure to look at them."—*John Ruskin.*

Emery is a good guide to pictures and Clement to painting.

Mason and Nobbé are good guides to music, and Lavignac to music study.

Herts shows how children have been guided to good plays, and Simons and Orr, Noyes and Ray and Bird and Sterling have made good collections of dramas which children themselves can perform.

A Child's Guide to Pictures.

By Charles H. Caffin

A book for those who like pictures, but do not know *why* they like them. The author analyzes "the feeling for beauty" and indicates the possibilities for pleasure through the refinement of the visual sense. In a direct, personal way, he takes up the different principles which enter into an appreciation of art, and explains with force and clearness how the artistic taste may be developed. Needless to say, the volume is appropriately illustrated.

The Children's Educational Theatre.

By Alice Minnie Herts

"The author, who worked for seven years in organizing a children's educational theatre under the auspices of the Educational Alliance, New York City * * * explains in these pages the reason of its origin, the enthusiasm with which the undertaking was supported, and the wide influence it has exerted." "Miss Herts' seven years of work * * * have proved that a strong educational force, for most part unutilized in American schools, can be exercised through the wise training of the strong dramatic instinct in children."—*Charles E. Eliot.*

Dramatization.

By Sarah E. Simons and Clem Irwin Orr

A valuable book for the home as well as the school, showing how to turn into form of action with the smallest scenery and other equipment the English classics which are favorites in high-school years.

Festivals and Plays.

By Percival Chubb and Associates

After long preparation, the authors, who have been leaders in the American development of festivals, plays and allied arts, have completed the most comprehensive and authoritative work on this many-sided subject which we have had. It has been found impossible by any title to suggest the full scope of this volume. The word "festival" as commonly understood, does not cover the wide range of activities that are dealt with here. These varied forms of festival involve all the festal arts of drama and pageantry, song and dance, rite and ceremony; and these call for the lively co-operation of the minor arts and crafts, of the history, and of the folk lore and legend which are practiced or studied in the school. In short, here is a fruitful synthesis of the arts of civilization.

Folk Festivals.

By Mary Master Needham

"Teachers, social workers and civic organizations, whoever is concerned with the preparations of festivals, celebrations and pageants, will find this book a guide and friend." The material has been chosen with the idea that it may create the desire to give festivals, and at the same time furnish a working basis for them. It contains the fruit of much experience; it provides practical suggestions for all seasons.

A Guide to Music.

By Daniel Gregory Mason

This book isn't the usual "guide" with a few facts about composers and some commonplace anecdotes, but a live discussion of such topics as "The Inside of a Piano," or "The Way Melodies Are Built into Pieces." There is a chapter on "The Key Family and Its Members," and a discussion of such matters as transposition and tonal unity and contrast. "The Listener's Part in Music" and "The Feelings Aroused by Music," are finely presented in their respective chapters and "The Music that Tells Stories" begins, as one would naturally expect, with Richard Strauss and ends with Beethoven, "the great master of this method of suggesting actual speech or utterance in the musical phrase." This book should be studied by music students very generally.

Historical Plays for Children.

By Bird and Starling

The contents of this book, which is one of the Every Child's Series, although intended for reading lessons in the classroom, may also with the aid of a few simple properties, be used for occasional entertainment. Included are historical plays built upon personages dear to the heart of every American child such as Christopher Columbus, Raleigh, Penn, Lincoln and Dolly Madison.

How to Appreciate Music.

By Gustav Kobbé

Mr. Kobbé begins his introduction with this question and answer: "Are you musical?" "No, I neither play nor sing." This, he says, indicates a complete misunderstanding of the case. The purpose of this book is to show people who are not musically trained how to enjoy a piano recital, an orchestral concert, and vocal music. The author not only does this, but he gives what is practically a sketch of the history of music, thus introducing those who wish to love music not only to the various musical instruments and different expressions, but also to the various composers.

***How to Enjoy Pictures.**

By M. S. Emery

Surely no one ever found more in a picture than Miss Emery. For educating both child and parent in the appreciation of pictures there is no better book.

Little Plays for Little People.

By Marion L. Noyes and Blanche H. Ray

This little book has been arranged to meet the growing demand for dramatization in the primary grades in our public schools.

It is believed that dramatized selections of good quality have their value and place in the schoolroom, for by their means a natural expression in reading is obtained and the child unconsciously assumes an added grace and ease of manner. This book includes sixteen short playlets, written in simple language, about subjects familiar to every child.

Masters of Music—Their Lives and Works.

By Anna Alice Chapin

There is need of a concise and simple work on music such as this, especially adapted to the uses of the general reader, with biographies and a characterization of their work.

Miss Chapin tells the stories of the composers and their great creations in a very sympathetic way. They live and move as men in a world of men, not simply by right of their great works. The author has a rare gift of sympathetic insight into the characters of which she writes, and of the time and environment in which they live.

Musical Education.

By Albert Lavignac

A very thorough book outlining what is demanded in the study of instruments, of singing, of composition. It discusses means of rectifying an ill-directed musical education and discriminates as to the value of various kinds of instruction. A good book for a serious-minded student.

Pageants and Pageantry.

By Bates and Orr

Modern interest both here and abroad has been aroused of late by a revival of the old pageants and festivals. This timely book by Esther Willard Bates summarizes her experiences as a writer and producer of amateur plays and pageants and includes a most interesting introduction by William Orr on the definite purpose and historical development of pageantry. The full-page illustrations are helpful as well as the text to those who are planning entertainment of this sort and the explanation, stage directions and the symbolical plays themselves will prove of immense value. Definite rules for the duties of the various managers of a pageant are also given, showing just what are the responsibility of the mistress of the robes, property man and so on, with suggestions for listing and identifying borrowed materials and directions for making and selecting the necessary garments.

Painting for Beginners and Students.

By Clara E. Clement

Complete history of painting for young people, in the form of entertaining stories—beginning with the ancient painting of Egypt, Assyria and Babylonia, and continuing to modern art. The Italian, Flemish, Spanish and English schools are comprehensively treated. Numerous full-page illustrations of famous pictures.

Picture Study in Elementary Schools.

By Mrs. L. L. Wilson

While this helpful book is primarily a manual for teachers of primary and grammar grades, it also contains much that is of practical interest to mothers who wish to impart to their children an appreciation of and love for the best in the picture world.

St. Nicholas Book of Plays and Operettas.

Simple plays, acted ballads, shadow pantomimes, tableaux, a children's symphony, etc.

The Story of Music and Musicians.

By Lucy C. Lillie

This is a very well-told story of music and the musicians. It gives the history of the piano, and of the development of music, with good descriptions of various musical terms and types of music. There is also a short history of each composer and his famous compositions.

Young People's Story of Music.

By Ida Prentice Whitcomb

This volume contains a glimpse into the great world of music. It includes a description of the song and dance and the curious instrumentation that belonged to the olden time, and touches upon the lives of some of the great composers of the more modern day.

XIV. MANNERS AND ETIQUETTE.

"Politeness is to do or say
The kindest thing in the kindest way."

Boys, Girls and Manners.

By Florence Howe Hall

This little volume was prepared in the hope and belief that it may prove both useful and interesting to boys and girls, as well as to those in charge of their social education. The rules are given not as dry and dusty skeletons but as living organisms, clothed in the tissue of anecdote and illustration.

Encyclopaedia of Etiquette.

By Emily Holt

This handy volume treats of What to Do, What to Say, What to Write, What to Wear, and is in fact a book of manners for everyday usage covering details of customs employed in social intercourse. Descriptions of servant's livery and duties, arrangements of table for luncheons, dinners, etc., weddings, receptions, balls, teas, and informal entertainments are discussed in detail.

XV. VOCATION.

This topic sub-divides into three: Vocational preparation, vocational opportunities and vocational guidance. Snedden, Weeks and Gillette discuss the philosophy of vocational preparation; Cooper takes up the particular matter of preparation by going to college; Wilson gives practical suggestions as to how to get through college; Berry and Perkins show what opportunities are open for trained women, and Bloomfield's little book is the standard one upon vocational guidance.

*The Call of the Twentieth Century.

By David Starr Jordan

Though a simple book and evidently written originally as a lecture, nothing finer and more inspiring is available within equal compass, as a stimulus to young people who are preparing themselves for the places which are to be open to them in our present century. Though not giving a detailed discussion, the author takes up in succession the various possible vocations, but the strength of the book is its virile appeal to genuine manhood. No better book could be placed in the hands of a high school boy by his father than this.

The People's School.

Ruth Mary Weeks

The following monograph presents the problem of vocational education with an approach and emphasis opposite to that of much current discussion. The volume is, however, more than a stimulating presentation of facts and generalizations—it exemplifies a method of studying a vital institutional problem that ought to gain a wider acceptance among our educational reformers.

The Problem of Vocational Education.

By David Snedden

The author holds that the old education, dealing with a common stock of facts, habits and ideals applicable to all men, is to-day, in the face of complex modern conditions, insufficient in itself to prepare properly for life. He shows that a newer type of training supplementary to the old traditional "culture" is necessary. He outlines and interprets the results of experiments in vocational training in the schools, which he shows to be the logical field for this specialized education, rather than the industrial world, as formerly. *Of particular interest to teachers.*

Professions for Girls.

By T. W. Berry

This book presents in a clear and helpful manner the best way in which a woman should set to work who desires to enter any profession that is open to her, such as teaching, medicine, dentistry, pharmacy, nursing, sanitary inspector, handicraft, library work, civil service, etc. It is written from the English point of view, but is none the less applicable to American life and times.

Psychology and Industrial Efficiency.

By Hugo Münsterberg

A practical book from the Harvard psychological laboratory. Dr. Münsterberg discusses the best possible man, the best possible work and the best possible effect. It is the first part of the book which will arouse the deepest interest. He describes here a very novel test which he has devised by which hopeless candidates may be eliminated at the start instead of being allowed to be a disappointment to their employers and themselves by fruitless endeavors.

The Vocational Guidance of Youth.

By Meyer Bloomfield

Herein are discussed such vital problems as the choice of a life work and its difficulties, vocational guidance in the public schools, etc. The matter of the existing need of trained vocational counselors for the assistance of boys and girls in planning for the future, together with the great social and economic benefits to be derived from the same, is ably treated. A clear, forceful foreword concerning the preparation of youth for a serviceable life. *A practical book for parents.*

Vocations for Girls.

By Mary A. Laselle and Katherine Wiley

This is the most helpful and practical of all the Houghton, Mifflin books on vocational preparation. With detail and directness the authors set forth the opportunities, pleasant and unpleasant sides and requirements of employment in a dozen or more vocations, among them stenography and typewriting, salesmanship, telephone operating, working in manufacturing establishments, cooking, nursing, sewing, millinery, modern teaching and library work.

Vocations for the Trained Woman.

Edited by Agnes F. Perkins

A book prepared by the Woman's Educational and Industrial Union of Boston; written by nearly a hundred contributors. Each contributor covers the following topics: The nature of the work, the training necessary or desirable, the opportunities and compensation. It is the most practical book upon the subject.

Vocational Education.

By John M. Gillette

Many discussions of vocational education go no deeper than a program of studies. In this book the author has endeavored to discover the requirements of the world in which we live. From this basis the book is written. The social end of education rather than the personal end is his focus of thought. From this standpoint he discusses how to modify the curriculum. The reader will perhaps wish to qualify his conclusions by laying greater stress upon the personal side. The book is not one for thoughtless readers.

Why Go to College.

By Clayton Sedgwick Cooper

A serious discussion of college life and college influences, both on the undergraduate and the alumnus is here published by a man who, from experience and broadmindedness, has been able to put forth his unprejudiced thoughts regarding all that can be said for or against American college system.

His insight into the general characteristics of the undergraduate, his love of naturalness, his sense of humor, religious tendencies and honor system are worthy of study both to the man who is considering a college education for his sons and to the teachers who have undergraduates in their charge. The attitude of student to professors and vice versa, fraternities, class organization, traditions and the college spirit, are taken up with frank criticism as is the chapter upon reasons for giving to college as gathered from statistics obtained by the author during ten years of travel among college men. The position of the college graduate in the world forms the subject of the last chapter.

Altogether, Mr. Cooper's conclusions are well worth scrutinizing, and his views upon the future curriculum and general standing of colleges and college men give fruit for thought.

Working One's Way Through College.

By Calvin Dill Wilson

The aim of this book is to speak informingly and sympathetically to those whose heart's desire is to gain college and university training but do not see their way to that goal. It is a practical book concerning self-support for boys and girls, with direct reports from American colleges as to what students have actually done. There is an index to the colleges of America, with the prices of tuition at each.

XVI. EUGENICS AND HEREDITY.

"Each man of us is the child of an infinite marriage."—*Gerald Stanley Lee.*

"Heredity and Eugenics" and Davenport and Dawson are all strong and simple and give the practical information which most parents want. Saleeby's shorter book, "The Method of Race Regeneration," is entirely devoted to practical methods of improving the human stock. His larger book, "Parenthood and Race Culture," is the most thorough one upon the subject. Burbank is particularly interesting because of his experiments with plant life, and his book is unexpectedly helpful upon matters of human training.

Eugenics.

By C. B. Davenport

A little book giving from a biological standpoint what we know about fit and unfit matings of human beings. There is also a brief statement of the studies that are now being made to give us further information concerning the important matter of securing through better births a better humanity.

Heredity and Eugenics.

By Coulter, Castle, East, Tower and Davenport

This book written by five of the leading investigators in this field, presents latest conclusions in a popular and interesting manner. Care has been taken to make clear the present position of evolution, concerning which there has been developed much misunderstanding in the public mind. The book explains the visible machinery of heredity, so far as discovered, and the results of their operation. It shows the enormous value of the practical application of these laws in the breeding of plants and animals. The subject of human eugenics is discussed, and notable illustrative pedigrees are given.

Heredity in Relation to Eugenics. By Charles Benedict Davenport

A popular and quite thorough discussion of these two important and related subjects. The author discusses the nature, aims and methods of Eugenics, then gives a very careful description of what is known about the inheritance of family traits, and concludes with special topics, such as

"Barriers to Marriage Selection," "Influence of Immigration," "The Influence of the Individual on the Race," "Eugenics and Euthenics," and the "Organization of Applied Eugenics." The book contains a large number of those charts illustrative of the Galtonian law, which have become so familiar and are always so tragically impressive.

The Kallikak Family.

By Henry Goddard

Over a hundred years ago a young Revolutionary soldier became the father, by two women,—one a half witted servant and the other a young woman of good family,—of two children. The descendants of these two mothers have been traced to the present time. The result of this investigation is a marvelous human document, the complete confirmation of the Mendelian law of heredity, and proving once more how, socially as well as individually, the wages of sin is death.

The Method of Race Regeneration.

By C. W. Saleeby

Another little handbook of Eugenics. A careful study of inborn tendencies and the relation of results of personal conduct to the coming generation. The substance of the book is a discussion of the various methods that have been suggested for improving race heredity. The author dismisses some, regards others with question, and gives a few practical and positive suggestions. It is a sensible booklet upon a great subject.

Parenthood and Race Culture.

By C. W. Saleeby

A very thorough book upon every phase of eugenics. The author, who is a physician, studies carefully what he calls "the exchequer of life," the race capital, and the poisons which are depleting it, and the fresh springs that are renewing it. A scientific, but readable treatise.

The Right of the Child to Be Well-Born.

By George E. Dawson

Our best short book on eugenics. A good summary of facts and an earnest presentation of moral and social problems. A re-assuring statement for those who have been unnecessarily alarmed by the physical emphasis upon this subject.

The Training of the Human Plant.

By Luther Burbank

A delightful and educative little volume consisting of eleven essays under the following topic headings: The Mingling of Races, the Teachings of Nature, Differentiation in Training, Sunshine, Good Air and Nourishing Food; Dangers, Marriage of the Physically Unfit, Heredity—Predestination—Training, Growth, Environment the Architect of Heredity, Character, Fundamental Principles.

XVII. PHYSICAL PROBLEMS.

"We thank Thee, O Source of Life, for the lordly gift of Bread. It comes from sunshine and man's labor. May we eat it in love, and thus possess Thy Sunshine within our souls.—*Charles Wagner.*"

Mrs. Campbell's book deals with all the physical problems from birth to maturity. Stephens and Galbraith cover simply the physical problems of a woman. Of Hutchinson's books, "The Child's Day," is the shortest and simplest and deals with the hygiene of every day. His "We and Our Children" is most readable upon the physical problems, while his "Handbook of Health" is more general. Guthrie takes up the nervous disorders of childhood from the hygienic standpoint.

***The Child's Day.**

By Woods Hutchinson, M.D.

A book for children, but most desirable for the mother to read with the younger children in the home. It begins with the children's morning and gives the most practical suggestions about exercise before breakfast, bathing and brushing, food habits, hygienic habits in school and the whole practical side of physiology and hygiene which a child has the opportunity to practice during any day of his life.

The Efficient Life.

By Luther H. Gulick, M.D.

A sensible book for business men, especially of middle age, upon the maintenance of efficiency and the prolongation of life by simple, hygienic methods. The author shows the relation of exercise to overwork, and sleep to health of body and mind. Not only will his practical suggestions help busy men, but the spirit of vitality and common sense throughout the book will give many a man the right basis and poise for greater physical and mental efficiency.

The Four Epochs of Woman's Life. By Anna M. Galbraith, M.D.

The four eras discussed are maidenhood, marriage, maternity, and the menopause. This is a book upon personal hygiene for women, especially for wives and mothers. It discusses every intimate question of woman's life from the side of hygiene and prevention rather than that of medicine and cure. The facts in the first section are those which are suitable to be communicated by a mother to her growing daughters.

Handbook of Health.

By Woods Hutchinson, M.D.

The author says in his foreword: "The attempt has been to write a little handbook of practical instruction for the running of the human automobile with just enough description of its machinery to enable a beginner to fuel it, run it and make roadside repairs!" The book is a practical handwork on physiology and is written by one of the most eminent health specialists of the day.

Mind and Work.

By Luther H. Gulick, M.D.

Dr. Gulick in this volume discusses still further the relation of physical poise and conditions to efficiency. The special emphasis of this volume is upon mental states. Many readers will be helped by reading and absorbing his principles, to take out of their lives some of the storm and stress and do their work more easily as well as more effectively.

Physical Training For Boys.

By Charles Keen Taylor

Contains valuable advice to boys—and a word or two to their parents regarding the development of every part of the body without the use of apparatus such as is found in the modern gymnasium. The author claims that before the age of sixteen gymnastic contrivances are not of great benefit to the average boy, and that the requirements of the younger boy are best met by giving him simple, easily comprehended and easily executed movements. Each exercise is illustrated by a half-tone.

***Practical Motherhood.**

By Helen Y. Campbell

A most comprehensive book of over five hundred pages, dealing with every physical problem and some of the moral problems of mothers and children from birth to maturity. The first part is devoted to the treatment of the prospective mother and the unborn baby; the second part to feeding in infancy and childhood; the third part to difficulties and illness

in infancy and childhood; the fourth part gives a short sketch of child development, and has chapters upon early training, early education, nature study and first lessons. There are sensible hints upon home play and occupations, children's songs and pets and gardens, etc. The fifth part is devoted to the school age, and has chapters upon the care of the school child, the higher training of the school child, and puberty and sex training. There is an excellent index.

We and Our Children.

By Woods Hutchinson, M.D.

Woods Hutchinson is the Bernard Shaw of the literature of popular hygiene. Some physicians say that he is unreliable, but the net result of reading his bright, paradoxical essays is usually not far from normal. In this sensible book he deals with many physical problems of the home, such as "Babies as Bulbs," "The Nursery Age," "The Sweet Tooth," "Feeding the Human Caterpillar," "The American Mother," and "The Delicate Child." Many a parent who would not read a textbook of hygiene will read, mark, digest and inwardly enjoy these chapters.

XVIII. SEX HYGIENE AND INSTRUCTION.

"My strength is as the strength of ten,
Because my heart is pure."

—*Alfred Tennyson.*

In response to the suggestion that we select what we regard as the one best book in this field for each age and sex, we suggest the following:

For little boys: Lowry, "Truths."

For large boys: Hall, "Developing Into Manhood," and Howard, "Confidential Talks with Boys."

For young men: Hall, "The Strength of Ten," and Monkhouse, "A Plea for the Coming Generation."

For little girls: Smart, "What a Mother Should Tell Her Little Girl," and Lowry, "Confidences."

For large girls: Smart, "What a Mother Should Tell Her Daughter."

For young women: Smith, "The Three Gifts of Life."

For parents: Wile, "Sex Education."

Confidences: Talks With a Young Girl Concerning Herself.

By Edith B. Lowry, M.D.

"The facts concerning the development of life that should be known by every girl from ten to fourteen years of age are here given in such clear and suitable language that the book may be placed in the hands of the young girl. A rich and helpful book."

Confidential Chats With Boys.

By William Lee Howard, M.D.

This book, like many for this purpose is perhaps somewhat longer than necessary, but it has a fine manly tone. It is full of idealism, and yet contains all the necessary facts. It puts the positive side of purity with splendid emphasis.

From Youth Into Manhood.

By Winfield S. Hall, M.D.

There has been demanded for some time in addition to literature for young men and older boys, a book that can be placed in the hands of pre-adolescent and early adolescent boys of about the ages eleven to fifteen. This book is intended for boys of those ages, and its publication was upon the request of a number of men who are workers with boys, especially in the Young Men's Christian Association. It is sane, dignified, scientific, and yet popular.

Girl and Woman.

By Caroline Latimer, M.D.

A good reference book for mothers of girls, which contains lucid and useful information about the physical development of growing girls and its effect upon the mental, moral and general conditions. Given with a physician's insight; it is yet clear enough to the lay mind and gives logical reasons for the so-called fads and fancies and extremes in emotion gone through by young girls with practical suggestions for home treatment and advice as to when it is necessary to call a physician. It contains a general treatise upon sexual development and excellent chapters upon personal hygiene, sleep, exercise and the daily routine during and after school life and the habits and ailments between the ages of thirteen and twenty-one as influencing the later womanhood.

A Plea for the Younger Generation.

By Cosmo Hamilton

This distinguished young dramatist has made an impassioned plea for the right of young people to know and to know properly the facts concerning their physical nature and impulses. The author agrees with Dr. Winfield Hall that the greatest force for morality is idealism. "Don't teach sex hygiene by drawing analogies between human nature and that of animals and thus send boys and girls loose upon the world to imitate the animals if they choose. Touch their imaginations. Let them have faith. Let them believe in being clean because there is some other person to whom to answer than the teacher and the policeman."

Reproduction and Sex Hygiene.

By Winfield S. Hall, M.D.

This is a strong, sensible presentation of this vital subject, which is written "with the intelligence of a trained and experienced physician, with the thoroughness and frankness of an expert teacher and with the delicacy and motive of a Christian gentleman."

***Sex Education.**

By Ira S. Wile, M.D.

This is the best book for those who have the duty of the education of young people in sexual knowledge to perform. The author makes a happy distinction between the needs of young people at various ages, dividing the periods of childhood into the age of mythology, the age of chivalry, and the age of civic awakening. The writer gives general facts which should be communicated and closes with a very carefully chosen list of books which may be used for definite instruction. The book is not one for children themselves.

The Strength of Ten.

By Winfield Scott Hall, M.D.

In a private letter, Dr. Hall said to a mother, "Don't appeal to your boy's morals; appeal to his manhood. He won't wish to be a sissy and you can make him understand that he need not be one." This book would help any parent to make the appeal suggested. It sketches the characters of Ab, the primitive man who discovered the value of the bow and arrow; of David and Galahad and other heroes. The qualities of great men are then summed up and the book ends with a presentation of the "Steps Into Young Manhood," and we are told what is the effect of missteps upon the life. There is no better book than this for boys to read if it is desired to give them a knowledge of fundamental physical facts.

Talks With Young Men.

By Lyman Beecher Sperry, M.D.

An eminently healthful book. It deals lucidly and delicately with a subject loudly calling for treatment. Parents, schoolmasters, and others in charge of growing youths, could save from wreck and ruin many a life, if they would put the work thoughtfully and prayerfully into the hands of lads of the age of fifteen and onwards.

The Three Gifts of Life.

By Nellie M. Smith

Modern ideas advise serious instruction of young girls in sex hygiene and this book was published as a treatise upon a "Girl's Responsibility upon Race Progress," the "Three Gifts" being the three attributes given to the different forms of life by means of which they are enabled to progress. The contents with an introduction by Thomas Denison Wood, A.M., M.D., is divided into four chapters including Plant Life, Animal Life, Human Life and the Gift of Choice.

Truths: Talks With a Boy Concerning Himself.

By E. B. Lowry, M.D.

"This book contains the simple truths of life development and sex which should be given to every boy approaching manhood."

Parents, guardians and teachers will find this a sensible and helpful guide, medically authoritative, and written in such simple language that it is easily understood.

What a Father Should Tell His Little Boy.

By Isabelle Thompson Smart, M.D.

Dr. Smart treats of subjects every father should discuss with his son from ten to fourteen years old. This is the third volume in the series.

What a Father Should Tell His Son.

By Isabella Thompson Smart, M.D.

The subjects included in this series of letters can be discussed with boys over fourteen years of age.

What a Mother Should Tell Her Little Girl.

By Isabelle Thompson Smart, M.D.

As one of a series that tells the story of the mystery of life in simple, plain words written in the form of short letters—this book contains letters addressed, "Dear Little Girl," written in a way that any child can understand and appreciate.

What a Mother Should Tell Her Daughter.

By Isabelle Thompson Smart, M.D.

This is the second of the series by this author explaining the mysteries of life. This is also written in letter form and puts the subject matter in a way that makes it safe and sensible reading for young girls.

What a Young Girl Should Know. By Mary Wood-Allen, M.D.

Dr. Allen has added a comprehensive and well-recommended volume for the Self and Sex series dedicated to the instruction of young girls when they come to their mothers for information. Written as twilight talks between mother and daughter, they discuss in a sensible manner the great truths and questions which the grown girl's mental development leads her to ask, and the mother who must answer.

Youth and Sex.

By Mary Scharlieb, M.D., and F. Arthur Sibly, LL.D.

An extraordinarily sensible little handbook for parents upon the physical and sexual education of girls and boys. It states the problems that most frequently occur during the adolescent period and tells how to deal with them.

XIX. SOCIAL PROBLEMS.

"Pilate's question, 'What is Truth?' has given place to a more imperative question, 'What is Justice?'"—*W. H. P. Faunce.*

Under this topic we list books upon social needs and upon social supply. Miss Addams and the collection entitled "Children in the City" reveal to us the perils of such children. Puffer outlines the danger of the "gang," and Miss Breckenridge and Miss Abbott tell us the relation of the home to the city child. Travis takes us a step further and shows us the youth as a malefactor.

Forbush's book describes the child-saving institutions of to-day. Reeder, George and Stowe give interesting descriptions of institutions for delinquent boys. Coulter goes deeper and shows how the Big Brother Movement may save the individual from the institution. Butterfield is our best authority upon the social needs and recovery of the country.

The Boy and His Gang.

By J. Adams Puffer

This book is one which all who are interested in the group psychology of boyhood should read, for it meets a great need of parents, teachers and social workers for more definite knowledge and scientific data concerning that phase of adolescence known as the "gang instinct." "Every normal boy belongs to a gang in which either good or evil tendencies predominate." The author, who has talked with many of the boys themselves, gives valuable information on the general nature, organization, activities and psychology of the gang, and excellent suggestions as to the control and direction of the gang instinct into wholesome channels of constructive growth and activity.

Boyville.

By John E. Gunkel

An absorbing history of fifteen years' work among the newsboys of America; a delightful series of reminiscences of boy life in the street; a convincing story of practical and effective social organization among the little waifs of the city. The book is profusely illustrated, while the sympathetic and hopeful spirit of the author make it a very charming work.

Chapters in Rural Progress.

By Kenyon L. Butterfield

President Butterfield is our best authority upon problems of rural life. This book is a classic upon the subject. The author begins with the conditions of country life to-day and the problems of progress; he discusses the outlook of the farmer. The body of the book is devoted to agencies of progress, such as farmers' institutes, the rural school, the grange and the country church. There is a useful chapter upon the needs of New England agriculture. The author also gives an outline for a brief study course in agricultural economics, which would be excellent for a grange or farmers' club.

The Children in the City.

The papers presented in this volume were read at the Chicago Child Welfare Exhibit in 1911, and are a real contribution to the discussion of the unsatisfied claims of childhood upon the modern community. While these thoughtful, expert studies have marked difference in form and in method of presentation, their common topic—the unfulfilled demands of childhood to-day—sufficiently unifies them for inclusion in this study of one of our greatest problems—the child in the city.

The Children in the Shadow.

By Ernest K. Coulter

Mr. Coulter is the founder of the Big Brothers' Movement. His book is a strong and clear description of why children go wrong in the great city. It traces the way of the child back from the Children's Court to the causes which bring him there. It is the story, as the author says, of the three delinquents: the child, the parent and the community. For the average person this is the most useful single volume upon the causes of delinquency.

Citizens Made and Remade.

By Wm. R. George and Lyman B. Stowe

This book is an interpretation of the significance and influence of the George Junior Republic. The authors are William R. George, the originator of the Junior Republic idea of self-government, and Lyman Beecher Stowe, the Secretary of the National Association of Junior Republics. As a study of an original and practical training for democratic citizenship, this book deserves a prominent place in the child-study library.

***The Coming Generation.**

By William Byron Forbush

"Here is the first endeavor to furnish in a single volume a short, readable account of all the forces that are working for the betterment of American young people." Dr. Forbush has long been an authority on boy and girl problems, and the book is the natural outgrowth of his vast experiences. It is a remarkably clear, instructive and stimulating book which should be read by every parent, especially of boys.

The Delinquent Child and the Home.

By Sophonisba P. Breckinridge and Edith Abbott

To quote from the author's "obviously, the new method of dealing with neglected children (through the Juvenile Court System) should take into account not an isolated child but a child in a certain family and amid certain neighborhood surroundings," and with this in mind this book studies the home conditions from which such children are brought. The statistics and inquiry into the work of the children's courts are startling beyond a doubt, but as the writers warn us it is not the courts which have failed but "the truth made public," and as a general discussion of what is being done and what should be done in child rescue work it will be read with interest.

How 200 Children Live and Learn.

By Rudolph R. Reeder

The practical experience of a man who has had unusual opportunities to study and train children as father, teacher and superintendent of a big children's institution. Particularly inspiring and helpful in handling difficult boys.

The Junior Republic.

By William R. George

The "Daddy" of the citizens of the Republic has given an interesting story of the growth and manifestation of the idea which slowly formed itself in the mind of Mr. George. While the book is a history, it gives much information concerning boys. The boy's sense of justice finds many illustrations in the stories he tells, and the dignity of boyhood is constantly kept before us.

***The Spirit of Youth and the City Streets.** By Jane Addams

This volume is an outgrowth of Miss Addams' life given to the betterment of conditions in Chicago and to the study of the social problems of our great cities—but it has its message for thoughtful readers wherever they may reside. It is fundamentally a plea for the claims of youth and the necessity of wholesale entertainment, recreation and self expression. Miss Addams says we exalt the stability of the home, but in those difficult years between childhood and maturity we either repress or do nothing to direct the force upon which the continuity of the home depends.

1. Youth in the City. 2. The Wrecked Foundations of Domesticity. 3. The Quest for Adventure. 4. The House of Dreams. 5. Youth in Industry. 6. The Thirst for Righteousness.

The Young Citizen.

By Charles F. Dole

The best of all books to put in the hands of a child in order to make him love his country and appreciate the privileges and duties of citizenship.

The Young Malefactor.

By Thomas Travis

This volume is a study of juvenile delinquency, but it is much more. While a great deal of the book is devoted to the boy who is commonly called "bad," there is much information for parents and boys' workers about all kinds of boys, for, as Mr. Travis says, "at least ninety per cent. of court offenders are normal boys." Like all writers about boys, he lays the blame for bad boys where it belongs, on the home. "It is clear," he says, "through the home—the parent—is the real cause of delinquency."

XX. HOME TRAINING.

"The secret of a great parenthood is the habit of incarnation.—*William Byron Forbush.*

Upon the ideals of the home, Proudfoot's book is short but inspiring, while Griggs' is more comprehensive and thorough.

Many valuable books are suggested upon the details of home training. Abbott's deals entirely with training of young children. Kirtley and Dickinson, of quite equal value, relate only to the boy. McKeever discusses farm boys and girls. He also has an inspiring book, "Training the Boy," upon the boy problem alone. St. John and Hewett are short handbooks, the former intended largely for study classes. The books by Harrison and Wood-Allen are characterized by a number of practical examples of real children. The first part of the book by Dr. Forbush is similar in its methods to McKeever's.

***The Coming Generation.**

By William Byron Forbush

The first part of this book is particularly valuable on the problems of the home. The last pages are given to a careful study of the influence of the church upon children.

Book I: 1. The General Confession. 2. Some Adventures Among Savages. 3. The Young Pretender. 4. How a Child Does His Thinking. 5. Books and Fire-light and Children's Faces. 6. The Gang. 7. The Religious Life of a Child. 8. The Wander Years. 9. The Modern Home. 10. The Art of Being a Godparent. Book II: 11. Eugenics. 12. Health. Book III: 13. The New Education. 14. Vocational Training and Guidance. 15. Some High School Problems. 16. Moral Training in Schools. 17. The Social School. 18. Defective Children. 19. Play and Playgrounds. 20. Clubs for Street Boys. 21. Camps and Outings. 22. College and the Child. 23. The Beautiful Ordering of Life. 24. A Child Educating Himself. Book IV: 25. The Regulation of Child Labor. 26. The Juvenile Court. 27. Reformatory Methods. 28. Dependent and Neglected Children. Book V: 29. The Sunday School. 30. The Church Living With Its Children. 31. The Christian Associations. 32. The Larger Nurture. A Program for the Betterment of Boys and Girls.

A Mother's Ideals.

By Andrea Hofer Proudfoot

"The mother who has her own children in her own care is the mother who, with intelligence, can do most for the race," says this author whose message for others is based upon her own practical experiences.

Child, Home and School.

By Della Thompson Lutes

The author remarks in her foreword: "The book presented to you under these covers does not seek to lay down rules. It offers suggestions, relates experiences and seeks to arouse responsibility, sense of obligation and thought. We have offered suggestions, that as carried out have been successful. We have not advanced untried theories. Experience speaks from each page, oftentimes bought at the price of tears and anguish, as experiences that are most valuable often are."

Child Nature and Child Nurture.

By Edward Porter St. John

No less stimulating and suggestive than the author's widely appreciated *Stories and Story Telling* is this new series of brief outline lessons designed to deal with some of the most important and practical problems that every parent must face. There is not a paragraph but is vigorous, with a broad, spiritual understanding and a strong common-sense. Absolutely practical are the suggestions about dealing with the Punishment of the Child and the Training of the Child in a regard for the property rights of others. The pages are full of questions and suggestions which set in motion new and effective trains of thought.

Essentials of Character.

By Edward O. Sisson

As a practical study of the aim of moral education, this little book will be found valuable by those interested in education. It is a treatise upon what constitutes human character, and discusses native tendencies, habits, disposition, conscience and all the other phases of the subject and closes with an excellent chapter upon cultivation of character by parents and teachers and suggested readings pertinent to education and development of children.

***Farm Boys and Girls.**

By Wm. A. McKeever

Dr. McKeever has presented a sane and comprehensive view of the responsibilities and problems confronting the parents who bring up their sons and daughters "on the soil." He urges the farmer to make his neighborhood attractive and contain proper educational resources so that the restlessness of the young people or the lack of advantages will not necessitate a removal to town.

The various chapters in the book present the phases of domestic life on a farm, the responsibilities for moral and educational instruction in work and play and particularly the latter. At the end of each chapter is given a list of reference books, recommended for reading to those interested in the various subjects taken up in this book. The country mother and her children, country schools, the amount of work and the off hours children on a farm have, opportunities for developing certain talents, social conditions and the future are but suggestions to the reader as to what discussions are included.

1. Building a Good Life. 2. The Time to Build. 3. The Rural Home and Character Development. 4. The Country Mother and the Children. 5. Constructing the Country Dwelling. 6. Juvenile Literature in the Farm Home. 7. The Rural Church and the Young People. 8. The Transformation of the Rural School. 9. The Country Young Men's Christian Association. 10. The Farmer and His Wife as Leaders of the Young. 11. How Much Work for the Country Boy. 12. How Much Work for the Country Girl. 13. Social Training for Farm Boys and Girls. 14. The Farm Boy's Interest in the Business. 15. Business Training for the Country Girl. 16. What Schooling Should the Country Boy Have. 17. What Schooling Should the Country Girl Have. 18. The Farm Boy's Choice of a Vocation. 19. The Farm Girl's Preparation for a Vocation. 20. Conclusion and Future Outlook.

Home, School and Vacation.

By Annie Winsor Allen

Every one who has charge of children feels the need from time to time of some reminder about the sequence of childish growth and interest. In this volume the subjects of home interests, school work, and vacation fun and play are set forth in orderly form based on well-established essentials of sound education. The writer has maintained a simple style that will be easy for parent and child to comprehend.

How to Train Children.

By Emma Churchman Hewitt

This little volume is a condensed account of actual experiences of actual mothers, with pertinent and sensible comment and philosophy helpful to young parents who are just beginning to solve the problems of child-training. The chapter headings are as follows: Nursery Days, Physical and Moral Defects (two chapters), Punishment, Preventive Measures, General Deportment, Pride of Possession, Work and Play, As to Schools, Our Future Mothers and Fathers, The Adolescent.

Making the Best of Our Children.

By Mary Wood-Allen

This is a new presentation—issued in two series—of child study for parents, in which right and wrong methods of training are illustrated through concrete examples of individual cases. Whereas most books on this subject are written by professional psychologists who deal only with general rules, the present work leaves general principles unstated—though not unimplied—and uses the narrative form. In each chapter the right and wrong ways of dealing with some childish crisis are illustrated, and in the thirty-seven chapters problems arising from babyhood up to adolescence are treated. The first volume deals with young children, the second with older.

(First Series): 1. Two Methods With the Baby (Six Months). 2. Two Young Fathers (Nine Months). 3. Developing Character Traits (Eighteen Months). 4. Teaching Self-Control (Two Years). 5. Training in Obedience (Two Years). 6. Early Attitude Toward House Work (Three Years). 7. Inconsistency versus Consistency (Three Years). 8. Two Christmas Days (Four Years). 9. The Lesson of Two Lost Children (Four Years). 10. Turmoil or Quiet: A Contrast (Four Years). 11. Two Mothers Shopping (Four Years). 12. Regarding the Doctor's Orders (Five Years). 13. Strife or Harmony (Five Years). 14. Running Away and Its Cure (Five Years). 15. Studying the Child (Six Years). 16. Good and Bad Table Manners (Six Years). 17. Compelling Obedience and Winning It (Six Years). 18. Attitude Toward Christmas Traditions (Seven Years). 19. Contrasting Methods of Busy Mothers (Seven Years). 20. A Wrong and a Right Thanksgiving Day (Eight Years).

(Second Series): 1. Fourth of July (Nine Years). 2. Injustice versus Justice (Nine Years). 3. Influencing a Boy's Future (Nine Years). 4. The Careless and the Careful Boy (Ten Years). 5. Promptness at Meal-Time (Ten Years). 6. Children's Individuality (Ten Years). 7. Precept and Example (Ten Years). 8. Lessons in Justice and Injustice (Eleven Years). 9. Keeping the Boy on the Farm (Eleven Years). 10. Attitude Towards Servants (Eleven Years). 11. Inculcating Religion (Twelve Years). 12. How Two Mothers Said "No" (Twelve Years). 13. How Two Mothers Solved a Problem (Thirteen Years). 14. Teaching Business Methods (Thirteen Years). 15. Developing Manly Character (Fourteen Years). 16. The Fighting Boy (Fifteen Years). 17. The Ideal Home (Sixteen Years).

Misunderstood Children.

By Elizabeth Harrison

In her preface, this gifted kindergartner says: "It is for the sake of these 'might bes' in each human soul that I plead for a better and more sympathetic understanding of children." The home life incidents of misunderstood children which are drawn from the author's own rich personal observation of child life will prove a strong plea with thoughtful mothers for a more sensitive and intelligent understanding of their children.

Foreword: 1. Sammie's Prayer. 2. The Boy Who Hated School. 3. Little Mary. 4. The Twins. 5. For Father's Amusement. 6. A Sunday Morning Diversion. 7. The Geography Lesson. 8. The Sand Pile. 9. A Shop Scene. 10. Jack and the Ally Boys. 11. The Boy and The Scarlet Coat. 12. Katie MacMahon. 13. A Starved Soul. 14. Daughters of Men. 15. Herbert at His Grandmother's. 16. Gertrude's Story. 17. Miss Eleanor's Garden.

***Moral Education.**

By Edward Howard Griggs

As stated in the Introduction: "The aim of this book has been to see steadily and wholly both human life and the process of moral culture which leads to it and makes possible the happiest and most helpful living. * * * The present work is not a text for children, but is intended as a guide for parents and teachers and as an effort at a complete and inclusive view of the problems for all who are interested in moral culture." The aim is well and beautifully fulfilled. It is an excellent book.

The Moral Education of School Children.

By Charles Keen Taylor

The author, an expert in child psychology, has given to parents and teachers new ideas in moral education. He believes that this moral training should include "Political Morality," "Commercial and Industrial Morality," as well as "Private Morality." His work is unique in that it is adaptable to home and school, and best of all, it claims the interest of the children. The book is full of suggestions for intimate talks with boys and girls by parents and teachers.

Mother and Daughter.

By Gabrielle E. Jackson

A practical and sympathetic discussion of the relation of a girl to her mother from birth to womanhood.

On the Training of Parents.

By Ernest H. Abbott

This little volume contains a series of essays which mark out important laws of child life and principles of child training, illustrated by interesting personal narrative.

1. Spasm and Habit. 2. The Will and the Way. 3. By Rule of Wit. 4. Peace at a Price. 5. For 'Tis Their Nature To. 6. The Beginning of Wisdom.

***That Boy of Yours.**

By James S. Kirtley

Parents and teachers of boys will profit by the sympathetic view of boyhood taken by Mr. Kirtley, who takes the ground that there are no bad boys and that boys are made bad by misunderstanding. He discusses the morals, body, mind, religion, failings and home associations and brings all these things before grown-up eyes from the standpoint of the boy himself. In these days of the new view taken by social workers and educators in regard to boys and their tendencies and development, a book like this is sure to prove of value.

1. His Table of Contents. 2. His Body. 3. His Appetite. 4. His Curiosity. 5. His Power of Imitation. 6. His Imagination. 7. Past and Future. 8. His Ills and Epochs. 9. His Sports. 10. His Employments. 11. His Possessions. 12. His Spare Time. 13. His Looks. 14. His Gang. 15. His Chums. 16. His Heroes. 17. His Sweethearts. 18. Forming His Habits. 19. Cultivating His Will. 20. Being His Own Man. 21. The Boy Prodigy. 22. Organizing Boys. 23. His Motives. 24. His Failings. 25. His Punishments. 26. His Troubles. 27. Three Perils. 28. His Home. 29. His Room. 30. His Father. 31. His Brother and Sister. 32. His Reading. 33. His Teacher. 34. His Long Apprenticeship. 35. His College Life. 36. His Vocation. 37. His Religion.

***Training the Boy.**

By William A. McKeever

The motto of this book may be expressed in these words: "Train the whole boy and not merely a part of him." In writing this book, the author has therefore, sketched a practical plan for rounding out the whole boy, placing the emphasis upon all rather than some of the forces necessary for such complete training.

PART I—Industrial Training: 1. The Pre-school Development. 2. The Public School and Adjustment. 3. Vacation Employment. 4. Vacation Employment—Continued. 5. Serious Industrial Employment. 6. Sending the Youth to College. PART II—Social Training: 7. Play and Playthings. 8. Play and Playthings—Continued. 9. Juvenile Recreation. 10. Boy Scouts and the Call of the Wild. 11. Social Experiences. PART III—Habit Training: 12. Laying a Sure Foundation. 13. Fighting

the Tobacco Habit. 14. Fighting the Liquor Habit. 15. Combating the Sex Evil. PART IV—Vocational Training: 16. The New Vocational Ideal. 17. Methods of Vocational Guidance. 18. Vocational Training School for Boys. 19. Getting Started in Business. PART V—Service Training: 20. The Preparation for Citizenship. 21. The Preparation for Social Service. 22. Preparation for Home Life. 23. Preparation for Marriage and Parenthood. 24. Preparation for the Religious Life.

The Training of the Child.

By G. Spiller

This little parent's manual of less than one hundred pages, from an English source, is packed full of practical suggestions upon the problems of home training from birth to maturity. The author does not hesitate to touch upon the homeliest matters and he deals with everything with good sense.

XXI. CHURCH AND RELIGIOUS EDUCATION.

Upon the theory of moral and religious education there are two fine books. That by Doctor Coe is a comprehensive discussion of all the methods of moral training. McKinley's book confines itself to a discussion of the religious development of the child in the home and in the church.

The broad question of the relation of the church to children is discussed by Hoben, Foster and Forbush. Each of these go into detail, Forbush more than the others, in the plans of "Church Work With Boys."

As to the Sunday School, the book by Doctor Cope has more of the scientific attitude. Smith's is full of practical plans for every officer in the school, and Lawrence's is especially good for superintendents. Miss Slattery's little book is the best sort of textbook upon Sunday School teaching. Littlefield is authority upon his one subject, manual work. Fiske, as well as Forbush, deals with church boys' clubs, but also discusses boy-organization elsewhere.

Systems of ethical training are offered by Sneath and Hodges, Cabot, Brownlee and Larned.

The Boy and the Church.

By Eugene C. Foster

Boys who are under religious influence—Sunday School boys and church-going boys—these only it is of whom Mr. Foster writes. He knows from a large experience in both church and Y. M. C. A. work that a considerable proportion of these very boys not only drop out of Sunday-school ranks, but they go clear over to swell the borders of the wayward and the delinquent. Why is it, and how shall it be prevented? To this one problem, Mr. Foster addresses himself. Reclaiming is good, but preventing is better. It is a necessary text-book for the home, the Sunday-school worker and the minister.

Boy Life and Self-Government.

By George Walter Fiske

The book opens with a description of boy life, including a study of boys' instincts. There is a careful analysis of the epochs of body and youth. A discussion of clubs for boys follows, giving details of organization. The book closes with two sensible chapters on the boy's religion and the boy's home. A useful book for parents and social workers with boys.

***The Boy Problem.**

By William Byron Forbush

This book begins with an admirably clear resumé of the child study of the boy nature. It gives the best study ever made of the social instinct. There are two remarkably fresh chapters on the social organ-

izations of the day for boys, and the book closes with valuable sections on the boy in the school, the church and the home. The book is unsectarian. On the literary side there is to be noted a sparkling and stimulating style and the use of provocative sentences which will reward the extended study of it in groups or by the question-and-answer method. It is a masterful book, richly suggestive and will lead the reader to a just appreciation of the needs of the boy.

Character Building in School.

By Jane Brownlee

The author, who was herself formerly the principal of a school in Toledo, Ohio, has called forth from her own experience and observation a fund of useful suggestions for the benefit of her sister teachers. She deals in a preliminary chapter on the attitude of the embryo teacher, both in taking up the profession and in treating those entrusted to her care, which should be an object lesson to them. She shows also how the children themselves give opportunity for charming and apt little talks by the teacher with her pupils, who, in turn, encourages them to tell their own impressions, so that she can judge how they have made use of the information they have been imbibing in their school life.

Church Work With Boys.

By William Byron Forbush

A manual of church boys' clubs, Sunday-school teaching and plans for enlisting boys in church service. There is also a sensible discussion of the principles that underlie in the interest of boys in religion.

1. What Church Work With Boys Means. 2. The Way of God With a Boy. 3. The Principles of Church Work With Boys. 4. The Work of Men and Boys. 5. How to Teach a Boys' Sunday School Class. 6. How to Conduct a Church Boys' Club. 7. Boys and the Kingdom. Bibliography.

***Educational Evangelism.**

By Charles E. McKinley

A discussion of the religious discipline that is most desirable for the years of adolescence. This is a book which deserves to be better known. The author sketches in a simple but inspiring form the normal moral development of an adolescent boy or girl. He then shows the kind of religious approach which is desirable for each evolving period. He discusses helpfully the place of both the home and the church in these years of crisis in the life of growing youth. It is a most helpful book for parents and a most inspiring one for church workers.

***Education in Religion and Morals.**

By George Albert Coe

A broad and stimulating book. In the first part the author gives one of the clearest and most valuable summaries that has been made of the place of character nurture in education. The second part is an unexcelled description of the religious impulse and development of a child. The third part describes our Christian institutions: The Family, the Sunday School and Church, Clubs, the Christian Academies and Colleges and the State Schools. In the last section the author summarizes the relation of the Church to the child and presents practically the present religious problems of education. There is a good bibliography. This is, on the whole, for minister and parent the one most useful book upon religious education.

The Efficient Sunday School.

By Henry F. Cope

A complete handbook of the Sunday School. Mr. Cope briefly traces the history of the Sunday School and outlines plan for organization, the duties of the officers, the relation of the pastor, plans for gaining and holding pupils, the building and equipment, the class work, the curriculum, and many other details of Sunday School practice. The book is written in a simple fashion and is excellently arranged.

Ethics for Children.

By Ella Lyman Cabot

A book prepared by the author at the request and by the foresight of a committee of the Educational Association of South Dakota, which was one of the first in the country to recognize the need of religious motives and ethical instruction in the Public Schools. It offers definite ethical narratives and definite suggestions for teaching during every month of the school term, from the first day in school to the end of the Eighth Grade, in accordance with the provision of law and the State course; this meaning that the instruction covers the school time between the ages of six and fourteen.

It contains valuable, general instructions which the teacher can adapt to her individual needs in interesting her children in the school, its purposes and their own ethical education. There are suggestions for placing moral truths in stories and ways easily understood and in a manner to impress the childish mind. As a handbook for those entrusted with the responsibility of teaching children, it will be found most excellent.

Ethics and Education.

By J. Howard Moore

A valuable book, discussing the relation of ethics to the general educational process. The author believes that moral training and culture should be included as one of the cardinal anxieties of education. Since nearly all of the woes of the world arise either from ignorance or hereditary waywardness, he believes it is as truly the function of the schools to correct these defects as to tutor the understanding. The book gives an outline of a course in ethical culture, suggests how to present the subject and give ample references both from textbooks upon morals and from books of stories.

A Guide for Teachers of Training Classes.

By Margaret Slattery

This guide is just what its name indicates. It gives very real and practical aid to any intelligent man or woman of average ability and common sense, who has courage and concentration enough to undertake the task of preparing young men and women, chosen from the Senior classes in the Sunday-school, to be the future teachers of that school.

Hand-Work in the Sunday School.

By Milton S. Littlefield

This little book will open to many people a new realm of knowledge as to possible and inspiring methods of Sunday School teaching. Mr. Littlefield shows in the most practical way how to develop various forms of self-expression in the Sunday School class by means of handwork. There are chapters upon Geography, Illustrative Work, Note-Book and Decorative Work. The book is illustrated by pictures of actual handi-craft of various sorts which have been done by children. It is a most useful handbook for the Sunday School teacher.

How To Conduct a Sunday School.

By Marion Lawrance

Mr. Lawrance writes out of the experience of a quarter of a century of superintendent of a great Sunday School. No detail is too homely for him to think of and explain. One of the most useful features is a small superintendent's notebook, showing the superintendent of a Sunday school how to bear the Sunday school upon his mind every day and to note down new ideas. There is a good bibliography and index.

The Minister and the Boy.

By Allan Hoben

The author, who has had an extensive experience both as a minister and as a social worker, calls attention in a pointed way to the perils and needs of modern boys, both in the city and in the country. He gives valuable counsel as to particular methods of saving boys through social

agencies and through the church. He describes accurately the normal boy's religious life. There are helpful chapters upon the ethical value of organized play and upon the boy's choice of a vocation.

Moral Training in the School and Home.

By E. Hershey Sneath and George Hodges

This text book, prepared chiefly for schools, is especially valuable because it suggests to parents and teachers the right attitude to take concerning the moral problems of childhood. It tells what the main subjects of moral education are and suggests material in the way of stories and other readings for presenting moral truth effectively. All through the book are charts indicating in which grades it is best to present a particular virtue.

The Sunday School of To-Day.

By William Walter Smith

After a chapter upon the principles and basis of the modern Sunday school, the author goes into practical details concerning such subjects as these: The Housing of the Church School; The Equipment in Detail; The Growing of the School and its Organization; The Most Effective Routine System; Plans that Work; How to Conduct a Successful School in the Summertime; How to Start under Full Steam in the Fall; Teachers and Teacher-training and How to Produce Efficient Results. Dr. Smith has long been working in this field, and the book contains a treasury of the most practical suggestions.

***The Training of Children in Religion.**

By George Hodges

There is no better book upon this subject. Simple, tender and devout, it ought to be read by every parent. The book begins wisely by a chapter upon the securing of individual goodness. It discusses the simple domestic theology that should be taught in the home. It emphasizes the silent influence of example. There is a chapter upon the subject of prayer, followed by a treasury of devotion, giving beautiful children's prayers. "The Bible and the Children" is the subject of a discussion, which is followed by practical hints as to just what portions of the Bible may be read by children in the home. There is a most valuable chapter for Sunday School teachers upon the duties and privileges of their office. The closing chapters are entitled "Sunday and the Children," "The Church and the Children," and "The Good Child."

XXII. THE WOMAN MOVEMENT.

Those who favor the modern feminist movement will find comfort in Cristy and Key. Those who are opposed to it will find reinforcement in Martin and Saleeby. Doctor Talbot has written the best book opening the college outlook for women.

The Advance of Woman.

By Jane Johnstone Christie

Mrs. Christie has traced the progress of her sex from earliest times up to the modern movement which is causing so much discussion among thinking people. While Mrs. Christie is evidently a suffragist and considers her subject from that standpoint, the book is not presented as an argument, but as a statement of the standing of women from all ages and of the remarkably short time which has elapsed since they were classed as "goods and chattels," all going to prove that where women have been recognized as more than beasts, the state, morally and mentally, has been of a higher order.

The Education of Women.

By Marion Talbot

This book is written from the standpoint of the new and modern functions of woman. It gives the summary of woman's activity in the past and the changes of the present. It discusses the educational machinery which was also changed in the resources it furnishes for girls. It discusses the collegiate education of women. Without neglecting the necessity of educating women for their function in perpetuating the life of the race, the book deals especially with preparation for the duties of commercial and public life, of administration, and of taking part in the constructive purposes of community well-being.

Love and Marriage.

By Ellen Key

Translated from the Swedish by Authur G. Chater.

Being a discussion in frank, wholesome, stimulating language of the following problems vital to the welfare of the human race: Sexual morality, the evolution of love, its freedom and selection; the claims of a right to and an exemption from motherhood; free divorce; a new marriage law. Though frank in the extreme, the author's ideas are too abstract to attract the idly curious.

The Unrest of Women.

By Edward Sandford Martin

Even the rabid devotee of the feminist movement must enjoy this brilliantly written book. Mr. Martin has a lot of fun with Miss M. Carey Thomas, Mrs. August Belmont, Miss Jane Addams and Miss Inez Milholland. The book is full of wit as well as humor and Mr. Martin makes some of his points very neatly.

Woman and Labor.

By Olive Schreiner

This vitally important book on the position of women in the modern world should be read by every intelligent man and woman. The author's eloquence and courage, coupled with solid logic and thorough sanity, make her striking argument one of tremendous force. Says the "Independent," "In genius, Mrs. Schreiner stands in the front rank of her sex. In ripe wisdom, sanity and fairness, we recall no recent book that equals 'Woman and Labor.'"

Woman and Womanhood.

By C. W. Saleeby

The subtitle pronounces this work to be a "search for principles." The book presents a view of woman and all that concerns her in the light of modern, social and scientific knowledge, and includes teachings from "Social generation" to the details of a wise management of girlhood.

Woman in Modern Society.

By Earl Barnes

Those who fear woman's devotion to work outside the home, her monopoly of education and her full participation in all the activities of men will find their fears formulated and clearly stated in this book. Those who are eager to see women pass on to full partnership with men will be deeply encouraged as they read these pages. Those who look upon this as a transition time, and long to get through it, that the energies of both men and women may be set free to work out a new society where the complementary values of both sexes will be preserved and used to their utmost, will welcome this book as a wise guide in troubled times.

Woman in the Making of America.

By H. Addington Bruce

Mr. Bruce has, during the course of special researches for his projected history of the expansion of the American people, unearthed so many interesting facts relating to the specific contributions of women of the upbuilding of the nation that he has gathered all this information in a special volume which should make the heart of American women throb with pride in services well rendered.

Woman's Share in Primitive Culture.

By O. T. Mason

A fascinating book, giving the history of the place which woman has had from the very beginning in human society. The introduction describes the situation of woman in primitive life, so far as we know it, from the lowest tribes now existant. In later chapters the detail study describes woman as a fire bringer, the weaver, the potter, the beast of burden, the jack of all trades, the artist, the linguist, the founder of society and the patron of religion. The book is fully illustrated. Dr. Mason is the Curator of the Department of Ethnology in the United States National Museum.

The Woman Movement.

By Ellen Key

This volume is not a history of the woman movement, but a statement of what Ellen Key considers to be the new phase it is now entering on; a phase in which the claim to exert the rights and functions of men is less important than the claims of woman's rights as the mother and educator of the coming generation.

Women's Ways of Earning Money.

By Mrs. C. M. W. Alden

A very serviceable as well as interesting work upon a subject which has gained great importance within recent years. It is full of inspiration and practical suggestions to the woman who intends to make her own living or to supplement her income.



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New York

The Promised Land

T. Lohrichon, 1831-

A GRADED LIST OF
PLAYTHINGS
TOYS AND OCCUPATIONS

PREPARED AND ANNOTATED BY

CHARLOTTE BREWSTER JORDAN

UPON THE BASIS OF

Johnson's "Education by Plays and Games"

AIDED BY SUGGESTIONS FROM

GEORGE ELLSWORTH JOHNSON

MISS PATTY SMITH HILL

AND

GEORGE E. FREELAND

INTRODUCTION

It is believed that this is the first graded and annotated list of toys and home occupations that has ever been gathered. There is a growing recognition among parents and educators that the play of children is an important part of their education. Many parents, feeling that much that is exhibited in the toy shops is valueless or worse, do not wish to depend upon the ignorance or the prejudice of clerks or careless imitation of the purchases of their neighbors. There is, therefore, an active demand for a list like this, and it is believed that it will be useful.

This compilation has been made with care and with complete impartiality. Nevertheless it is possible that some articles of great value have been entirely overlooked. The purpose is to revise the list soon and frequently.

Those who refer to this guide ought to know the principles which have governed the selection of the toys herewith reviewed. There is, first, the frank recognition that home-made toys, especially those devised and constructed by the child himself, are worth infinitely more than those bought at the store. The home-made things therefore have been mentioned first. It is hoped that they will be made use of. But they do not occupy much space. There is not so much to be said about a pile of blocks from the saw mill as about some novel games from the shop, because every one knows just what the former is like. Be not deceived then by these attractive descriptions. They often represent only money's substitute for ingenuity. The Institute is searching for instances of homes where the play spirit is exercised entirely by home-made devices. One remarkable example has already been discovered, an account of which has been published by the Institute in a pamphlet entitled "How One Real Mother Lives with Her Children." It will be sent to members upon request.

Four excellent books on utilizing home materials in play are those mentioned in our "List for Parents," respectively by Johnston, Beebe, Beard, and Sage and Cooley. Two new ones should be mentioned: "Floor Games," by H. G. Wells, which shows how to play a continuous story and dramatic games on the floor with nothing but blocks and toy men; and "Manual Training Toys," by Harris W. Moore, which tells older children just how to make their own toys.

"There is," says Mr. George E. Freeland, of Clark University, "an opening in the business world, at the present time, for the invention of a great number of new toys that fit the psychological ages. Not complex, but stimulating, toys, strong ones that will last and can also be taken apart, with simple mechanism."

The endeavor has been to include toys and occupations which educate either in body or mind, or both. There might not seem to be, for example, anything especially educational in the Dynamobile, which is generally set in motion by winding; but when the child learns that by attaching it to steam, electricity, or other motor power it may be utilized as a motive force, he has grasped a basic mechanical principle. Certain games of skill and chance have been included in the list, because they sharpen observation and teach the value of combined effort or team play.

Particular stress has been laid upon toys that require activity, in the way of construction, manipulation or completion, from the child. Someone has classed toys as "Do-Nothings," "Look-ons" and "Do-withs." Our quest has been distinctly for the last of these three.

The main purpose, of course, has been to point out the toys that are delightful. The educational ideal has not been allowed to crowd out the thought of play. "The pigs are of the grunniest and the sheep of the meekest," and all the rest say "come play with me" so hard that it will often be hard to restrain the adults of the family from monopolizing them.

The compiler has tried to get strong, well-made toys, believing that flimsy ones discourage care-taking and lead to extravagance. Especial consideration has been given to toys with which children can do something, because probably two-thirds of the destruction of toys is the direct result of their lack of constructive quality, so that when a child can get nothing else out of a toy he takes it to pieces.

Very usual toys, such as hoops, jump ropes, carts, rubber animals, etc., have been omitted, because it did not seem worth while to give space to any special review.

We have also excluded as non-educational toys which in their supposed capability to come down to the age of the child fail to teach him the correct manipulation. We have not yet, for instance, found any typewriter which teaches typewriting as used on a regulation machine. Instead, each has some machine movement which would require the child practicing on it to unlearn all that it taught him when he came to put it to practical use with the regulation machine. Therefore, we recommended for children some of the cheaper grades or regulation typewriters.

Our classification into periods is not a hard and fast one, but the gradation is more or less on a sliding scale according to the development of the individual child, which often overlaps on either side of our age boundary.

The Institute is glad to suggest traveling outfits (little things for children which will help to relieve the tedium of a long journey), convalescent outfits, and outfits for special occasions—picnics, parties, etc. We shall be glad to advise with parents at any time who will write us about what they want and the price which they wish to expend, and we will see that they have the best to be obtained at rates to suit their special needs and financial limits.

The Institute will, as an accommodation to its members, endeavor to secure for them promptly any toy or device herein mentioned. The prices named are, of course, approximate and subject to change.

PERIOD ONE (AGES 0-3).

These years seem to be given largely to the development of the senses, getting control of the fundamental movements of the body and its members, and the acquisition of speech. This has been termed the period of physical adjustment. It is very easy here to see the relation of play to mental and bodily development. Practically the whole psychic life and all conscious bodily movements conform to the nature of play. The child play of this period is determined by the peculiar

needs and conditions of the developing brain and body. At first the interest centers about the mouth. Everything the child can grasp is crowded into the mouth with both hands and feet. As each sense develops keen interest centers upon it. Gradually the different senses are associated with each other, and each new power acquired adds new zest to the interest. With the ability to sit erect, for instance, comes increased interest in seeing; with increased interest in handling objects comes a new interest in experimenting with the senses; with the acquisition of creeping comes an added interest in the room and its contents, and vice versa. All the way along, interest follows the line of developing powers.

It is all-important that the environment should be such as to give suitable opportunity for the natural plays of this period. These plays we may briefly catalogue: sucking, grasping, mouthing, kicking and other movements of the limbs; experimenting with the senses,—taste, touch, sight, hearing, smell, temperature; getting control of the body; speech, as in babbling, imitation, creeping, climbing, walking, talking, memory, repetition, recalling, exploring, construction (destruction), the plays constantly widening the field of motor activity, sense perception, memory, imitation and speech. To these may be added interest in passive motion as in riding and swinging, interest in rhythm,—the basis of delight in Mother Goose and mother plays, and music.*

GEORGE ELLSWORTH JOHNSON.

Another factor, that is not mentioned by Johnson, is the great play of the imagination, that arises in the third year. In an all-day's observation of a boy $2\frac{1}{2}$ years old, I have counted 54 imaginative games. A set of toys, that would appeal to his imaginative interests, here might be very helpful.

GEORGE E. FREELAND.

Toys of special interest to this period include common objects, such as smooth stones, sticks, spools, keys, spoons, tin dishes; bright objects suspended to attract sight, objects suspended above the cradle to induce reaching, a bell or some other bright object sewed to the stocking to induce pulling, paper suspended above the feet to induce kicking; soft, hard, smooth, rough, light, heavy, warm, cold, objects; a celluloid ball, a large rag doll that can be kicked and rolled about; rubber animals, boxes, nest of boxes, bottles, blocks (not necessarily lettered, but pictured), etc.; harmonica, trumpet, whistle, bell, flag, rocking-horses, seat-swing, dolls, cart, doll carriage, toy furniture, linen picture books, paper and crayon; slide,—a smooth board waxed and rubbed, having one end placed on a chair or box, on to which the child may climb and slide down the board; outdoor sand pile (only when watched so as not to swallow sharp glass and stone), iron spoon, shovel, tin cans, pail, sand forms, cart, indoor sand box.

Baby Ball.

A little celluloid head with ball shaped body covered with dainty flowered silk. The ball is on an elastic string attached to a small ivory

*This and the other citations from Johnson are from his "Education by Plays and Games," published by Ginn & Co., Boston.

ring so that baby may bounce it up and down. A cleanly and amusing toy. Price 50 cents.

Kewpie Dolls.

A return ball, made of red, white and blue kid; soft rubber balls, made to look like oranges and apples. Prices, 10 and 12 cents each.

These new little dolls of Rose Cecil O'Neill's, which have been children's friends as little cut-outs, are now manufactured in bisque, celluloid and rubber. Their mischievous expression makes them very companionable for little people. They range in price according to size from 50 cents to \$1.50.

Musical Dolls.

This unbreakable doll, about 14 inches in length, has a knit body and solid head, and is covered with crocheted clothing. It is dangled up and down by a string attached to its head, and gives forth musical sounds at every twist of its body. \$1.00 each.

Pussy Pippin and Other Animals.

Unbreakable heads and rather unpleasant "Campbell" eyes, kid body. \$.50 cents each.

Barking Dogs.

These are unbreakable, and sell for 50 cents to \$1.00.

Quack-Quack.

Velvet covered duck with voice. Mouth opens as it is pulled along on wheels. Price, \$1.00, \$1.50, \$1.75, according to size.

PICTURE BOOKS.

"We know," says Freeland, "that the child's favorite colors are violet and blue. We also know that children do not like grays and browns. They cannot, until the 6th year, tell whether a face is pretty or not, and do not even recognize when the arms are left off a picture. Special features, then, of picture books would be to have everything very large and plain at this stage. No pictures of complex activities can be understood at all. The pictures should be mostly of individuals, and should illustrate stories, and could be used in connection with toy animals, to illustrate stories. Thus, the story of the three bears becomes far more potent with a set of pictures of each bear. Little Red Ridinghood, likewise. Dr. Fernald, of Waverly Institute, uses three toy bears, a little bear, a middle sized bear, and a big bear."

PERIOD TWO (AGES 4-6).

This period, just preceding or including the first school years, is a continuation of the first period in many essential features. There is still a rapid growth of the body and brain (the brain growing but little in size after the sixth year) and a predominance of the sensory and motor in the psychic life. The sensory side, however, is gradually being overtaken and surpassed by the motor. The memory is strengthening, the auditory and motor images seeming to be more distinct and

lasting than the visual. Imitation, which we saw as well developed by the second year, has changed somewhat in character. The first imitations were largely direct imitations of movements and sounds of adults. During these years the child continues to imitate adults rather than other children or animals, but the imitation is less direct, less instinctive and impulsive. With his wider knowledge and increased power of doing, the child begins to adapt the act of the adult to some play idea of his own. Instead of simply making believe sweep or dust, he plays he has a house and actually sweeps and dusts it. The developing interest in cause and effect and in the relations of things is expressed in the passion for questioning. Interest in common objects and toys culminates at the close of this period, intensifying interest in ownership, collecting and hoarding. There should be a chest for collecting and keeping the toys.

After the fourth year children play with other children rather than with adults. The child is unable as yet to grasp well the relation of his acts to other children. He is selfish and self-assertive; in his play with other children his activity has little co-operation. What he does is for himself; desires clash, and quarrels are frequent. It is still a period of keen and volatile emotions; anger, jealousy, fear, sympathy, pity and love are easily aroused.

The play activities of this period reflect the characteristics of growth and development at this time. They center about free motor activity, largely for its own sake and not for the sake of results; about common objects and what may be done with them; experimentation of the senses and accumulation of sense knowledge; memory, explanation of things, guessing, questioning, play of the imagination, and especially imitation. In these activities are naturally involved constructive play of a crude sort; a free use of the hands and common objects as tools, interest in plants and animals as playfellows, exploring, imitation plays, as house, store, trains, sewing, cooking, counting, measuring, collecting and hoarding, story interest, rhythm, music, dancing.

GEORGE ELLSWORTH JOHNSON.

Children in this age turn quite extensively to rhythm. A chance for stimulation of this comes from stories told in rhythm. There are a large number of these that would make a very nice child's book, if it were illustrated with pictures. At the age of 4 the riddle begins to be of interest. It culminates at the age of 8. All such things should be included in a list of children's toys, for they are regarded as toys by the children.

GEORGE E. FREELAND.

Toys of special interest include the following: Outdoor sand pile, shovels, sand forms, tin cans, blocks, stones and other miscellaneous materials, as boards, boxes, sticks, spools, dowels, twigs, etc.; carts, reins, whips, climbing tree or ladder, slide (such as a smooth, waxed board, with climbing mount), single-pole swing, see-saw, parallel rails (2 by 4 joists, mounted a few inches from the ground, for balanced walking and running), elevated rail or fence, jumping hole, filled with sawdust, straw, or other soft material; doll house, improvised by children out of drygoods box, or made by older children or carpenter, dolls,

doll carriage, go-carts, toy furniture, strong and durable as possible; chairs, tables, beds, hammocks, bureaus, wash-stands, tooth brushes, tubs, rub boards, flat-irons, brooms, stove, kitchen dishes, tea sets, etc.; toy animals, toy circus, harmonica, trumpet, drum, flag, toy sword, balls, bean bags, wind-mills, engine, train of cars, wheelbarrow, rake, hoe, watering pot, indoor sand box, building blocks, scissors, paste, sewing cards and sewing material, beads, clay for modeling, pencils and paper, crayons or paint, toy books, pictures and picture books.

THIS IS THE NATURAL AGE FOR ACQUIRING INDEPENDENCE in dressing and care of themselves in a sanitary fashion, and all of this can be learned in their play. Children, if brought up naturally, cry to be allowed to wait on themselves, dress themselves, etc., at about the age of 3 and 4 years. Some of the Montessori toys and a set of doll dresses and clothes, embodying many of the activities, such as hooking, lacing, buttoning, etc., are useful to this end.

DOLLS.

In addition to regular wax or bisque dolls, the following are interesting because they are practically unbreakable, and may be made to take lifelike positions.

Among the unbreakable art dolls are the school boy, dressed in blouse and trousers, the Campbell Kids, whose round eyes are famous everywhere, and the sun-bonnet girl, a winsome little lass ready for a run on the lawn. These may be had for about a dollar each.

Among the rag dolls is Red Riding Hood, all arrayed in her red cape and hood ready for her famous visit to her grandmother. Price, 50 cents to \$1.00.

The "Schoenhut Doll" is of wood and unbreakable, full-jointed, with the heads artistically modeled. As no rubber cord is used, they never require restringing, and they may be washed. They vary in price according to size—about \$2.00 to \$3.00. Suits to fit these little dolls are \$1.25 to \$1.75.

Then there is the Chase Stockinette Doll, which is a very durable hand-painted doll. This doll ranges in price from \$2.50 to \$6.25.

The Celluloid Doll has moving arms and legs, painted shoes and stockings, and is the best bathing and floating doll. It ranges in price, according to size, from 10 cents to \$3.00.

Small Unbreakable Dolls.

There are Japanese, Indians and all nationalities represented in these dolls, ranging in price from 25 cents to 75 cents each.

Kruse Hand-made Baby Dolls.

These dolls are unbreakable and washable. The modeling of the faces is particularly good, and the positions which the dolls are capable of taking makes them lovable, little playthings. Those manufactured in Germany, 18 inches high, are \$10 undressed; those made in America are \$6.50 each.

Dressing Dolls—Cardboard Dolls.

OUR PETS—Size of Doll, 9 inches high.

Lady Edith

Lady Betty

Winsome Winnie

Dolly Delight

Per set, 10 cents.

OUR BONNIES—Size of Doll, 9 inches high.

Bonnie Bessie

Bonnie Betty

Bonnie Billy

Bonnie Babby

Per set, 15 cents.

The Cranford Children and Their Nurse—Size of Doll, 9 inches high (patent head).

Jane—The Nurse

Jennie—The Sister

Jessie—The Baby

Jack—The Brother

Each in box, per set, 25 cents.

Dollies on Their Travels—Four dolls and folder with suitcase, trunk and bag. Interchangeable costumes in decorated envelope.

Each in box, per set, 25 cents.

Maidens Fair (Patent Head)—Size of doll, 12½ inches.

Four complete costumes. Specially elaborate. Four distinct series.

Size of sheet, 10 x 18.

Dorothy Dimple—The Baby.

Fanny Fairleigh—The Debutante.

Lucy Loveland—The School Girl.

Marion Manners—The Matron.

Per set, each in box, 50 cents.

Loofah Bathing Dolls.

These little dolls are made of the natural Loofah sponge, and are the delight of little children when they go in bathing. It does not hurt the dolls at all to be wet, in fact they absorb water like a sponge, but in the shape of a doll with an attractive little face. They are as light as a feather and are oftentimes very helpful in teaching a child to enjoy bathing, the little one being so absorbed in giving the doll a bath that he unconsciously loses all fear of the water. (From \$1.00 to \$6.00.)

Father Tuck's Mechanical Dolls.

Groups of favorite dolls with mechanical movement. Descriptive verses to each. Ten in box, also the same packed five in box. Series 1 and 2. Ten in box, 50 cents per box.

Forget-Me-Not Paper Dolls.

A book of interesting sketches of dolls and their apparel to be colored and cut out. The generous supply of designs and dollies will keep the interest of the children for a great many hours. Price, 25 cents.

Do-With Dolls.

The Do-With family includes four wooden dolls—Mr. and Mrs. Do-With and their little boy and girl. These dolls are jointed and lend themselves most readily to the play thought of little people, their adaptability making them very companionable and satisfactory. While

rather plain in appearance, their flexibility counteracts their lack of beauty and makes them great favorites wherever they have been used. They are very warmly endorsed by the Child Welfare interest and by Miss Patty Hill, Director of Kindergarten in Teachers' College, New York City. With each set come plans for dresses for the family which are to be cut out and applied by the little ones.

Dolly Dainty Doll's Furniture.

Patterns for a set of furniture to be cut out, sewed and stuffed according to directions. Interesting work for the furnishing of a doll house. Price, 25 cents.

Doll bathrooms, tin enameled, or made of wood, with the tub and the usual bathroom appliances, \$2.50; also a doll's toilet basket, furnished with comb, brush and mirror, are interesting features of the doll's nursery. \$1.25 up.

Willow Cradles, in which the old-fashioned little mother rocks her doll, also small metal bedsteads in which the doll family may be put to bed. 25 cents up.

ANIMALS.

Finger Dogs.

With the head of a puppy and a hollow, furry body which may be slipped over the hand, and made to take different amusing positions. Price, 50 cents up.

Father Tuck's Mechanical Animals.

The figures are made in highly original manner (duly patented) which enables the animal to stand in every kind of position, the limbs moving in a natural manner. They are put up in eight separate series. Six animals, all different, in each box.

Domestic Animals—St. Bernard, Donkey, Cat, Calf, Goat, Pig.

Wild and Tame Animals—Sheep, Deer, Bull, Rabbit, Bulldog, Elephant.

Wild Animals—Lion, Bear, Tiger, Monkey, Zebra, Rhinoceros, etc.

50 cents per box.

Father Tuck's Rocking Animals.

Colored models of animals. Cut out in stiff cardboard. Embossed. The back portion forming a strut and effecting a rocking movement. On the back is a very interesting description of the animal. Packed ten in box, also packed five in box. Series 1 and 2. 60 cents a box.

Father Tuck's Walking Animals.

Realistic figures of animals of stiff cardboard, embossed. Size $7\frac{1}{2} \times 10$.) Six animals in box. Each animal provided with string, and so arranged that the animal imitates a life-like movement when pulled along.

Series 1—Domestic animals.

Series 2—Wild animals.

25 cents per box, 6 designs to each.

Father Tuck's Animals and their Riders.

A novelty which will prove a source of never ending delight to the little ones. Ten animals and ten riders. Any animal can be ridden by any figure and they can be placed in endless varieties of lifelike attitudes thus forming 100 distinct changes. Box containing ten colored movable riders—also packed five animals and five riders in a box. Series 1 and 2. 60 cents a box.

Rope Climbers.

FATHER TUCK'S ROPE CLIMBERS—six figures in box. Printed in brilliant colors and embossed on extra stout board. (Size 9½ inches long.)

These pictures have jointed limbs and are on cords, the ends of which being pulled they actively climb from the bottom to the top in a wonderfully natural and lifelike way.

Series 1—Jolly Jack Tar, Clown, Black Sambo, Little Billie, Teddy Bear, Monkey.

Series 2—Pretty Polly, Highland Laddies, Mr. Punch, Our Pussie, Beware of the Dog. 50 cents per box.

Fish Floater.

This is a piece of muslin the shape of a fish about 18 inches long, which is first soaked to render it waterproof, and may then be blown up as a floater. A good bath companion for the little folks. Price, 25 cents.

WOODEN TOYS.**Woodpecker.**

A Russian toy which represents the red-headed woodpecker tapping a tree for insects. Much used in "Christmas gardens," and interesting as a simple toy for children. Price, 50 cents.

Mother Bird.

Russian toy which represents the mother in realistic colors feeding her little bird in the nest. Price, 50 cents.

Chickens Feeding.

A simple little wooden toy from Russia, which, by a simple motion, makes chickens appear to be eating from a dish of feed. Price, 15 cents.

Russian Scissor Toy.

This is one of the German scissor toys made of wood with a little girl feeding a flock of chickens, and by working it as you would a pair of scissors a variety of effects may be gained which always interest the children. Price, 50 cents.

BLOCKS.

Wooden blocks, in the shape of bricks, 6 inches long, are excellent

Common Sense Building Blocks.

Just the blocks that mothers have been inquiring for, without paint or other injurious elements. Price, 50 cents.

Voice Blocks.

Voice blocks imitate the voice of six different animals. \$1.00, \$2.00.

Birdie Blocks.

The Birdie Blocks are $2\frac{5}{8}$ inches square and $\frac{3}{8}$ inch in thickness. They have grooves cut in the edges, at the corners, and are joined by means of ornamental wood discs or buttons which fit into the grooves. The two flat sides of the blocks are covered with attractive lithographs. A group of five letters, in scroll, arranged to form small words, upon one side and a cut of one of the more common native birds upon the other. The cuts of the birds are true to life and are instructive to children as well as helpful to grown persons, in becoming better acquainted with this happy family.

TOPS.**Wooden Top.**

This top is in the form of a little Russian peasant with moving arms. It is a diverting little toy to be spun by hand, made of wood and imported from Russia. Price, 25 cents.

Flying Top.

This top is something of a novelty, as when wound up it springs into the air while continuing to spin.

Balancing Toys.

Curious little toys which are so weighted that by standing them on their hind feet they balance perfectly and are very diverting for small children. Price, 25 cents.

HANDWORK.

Any father can make an outdoor sand box or get a sand pile.

Child's Welfare Sand Box.

An indestructible, sanitary sand box with sand and tools, 20 x 24 inches and 10 inches high. Equally useful on the porch, outdoors, or in the playroom or nursery. It is compact, and the plastic materials of the Child's Welfare Table unfold the child's productive and constructive tendencies in connection with the most interesting activity—namely *play*. Price, \$4.75.

Child's Welfare Table.

A sanitary, indestructible play table, which serves as a tea or game table, a blackboard, a little artist's outfit. In fact, everything the child needs for home occupation, and everything in its place. Prices range from \$5.50 to \$15.00. These come in three sizes and prices are \$5.50, \$10.00 and \$15.00.

Child's Welfare Paint Box

Steel enameled box, with hinged lid, contains nine pans best paints, two good quality brushes, two china mixing plates, one lacquered washpan, eighteen sheets water color paper. Price, \$1.50.

Tin Village For Sand Modeling.

These are hollow figures of houses, trees, etc., by which children are able to construct in their sand pile miniature villages, with roads, trees, houses, etc. (\$4.00 per dozen.)

A Wooden Sand Mill.

This very interesting toy, in unusually bright colors, has a wheel which is turned by the action of the falling sand. It lends interesting color to the work of the children, either with the sand table or on the beach. 35 cents each.

Wooden Stencils for Moulding in the Sand.

These are little wooden blocks out of which trees, houses and various landscape features have been cut. The child using them is able to make sand pictures by pressing them in damp sand. 35 cents each.

Sand Toys.

One of the best educational sand modelers is a box of letters and figures made of wood, each about 4 inches square. By their use, little folks find it very interesting to write their names and various numbers on the sand. \$2.00 per set.

Hammett's Combined Kindergarten Outfit.

This is a box 8½ x 15 inches, containing weaving, sewing cards, worsted, colored papers cutting and folding lengths, weaving mats with wooden splints for children to weave. Price, 50c.

Double Bubble Blower.

The Double Bubble Blower is great fun for the children. Price, 15 cents.

Marble Railway.

Marble Railway. Price, 50 cents and \$1.00.

Tower Marble Game. Price, 50 cents to \$1.50.

Duck Pond.

A tin receptacle to be filled with water, in which ducks and swans float around for half an hour, with air ships and interesting objects flying around overhead when the pond is wound up. Price, \$1.00 and up.

Folding Tables.

In hard wood, 75 cents, \$1.00. Mission style, \$1.15. Folding table and 4 chairs, per set, \$3.50.

Noah's Arks.

Noah's Arks are cardboard arks which the children can construct and equip with animals which are included in the set. Price according to size, from 50 cents to \$2.00.

Drawing Made Easy.

These pictures are punched out so that children can trace with a pencil in the slits on paper placed underneath. The pictures include elephants, farmers, dogs, horses, clowns, monkeys, etc. There are six sets, 10 pictures in each set. Size $4\frac{1}{2} \times 6\frac{1}{2}$ inches. Price, 10 cents.

Magic Dots.

Magic Dots consists of a set of cards on which are printed interesting and attractive designs with holes punched through the card. With each set of material is furnished an ample supply of disks or dots called "Magic Dots," which are of proper size to fit snugly into the holes in the cards, when placed therein by the fingers of the child, yet these "dots" can be readily removed when desired and used over and over again. They are enameled with eight bright colors and when placed in the cards make very pleasing and attractive pictures.

There is no paint or paste to soil the hands or clothing, and yet the effect is equally as pleasing as though the colors were applied with a brush.

Sets Nos. 3 and 4 are designed more particularly for use in kindergartens and lower grades of school, though they are, of course, in common with sets Nos. 1 and 2, of equal pleasure and interest to the child at home. Get the large size, the small size is rather fine work for nervous little fingers. Price, 50 cents.

Paper Cutting Designs.

Forty-one large designs for paper cutting, representing birds, animals and children. They are all five by eight inches, printed on card in black and white. Price, 25 cents.

Silhouette Sheets.

Large sheets of paper telling the story of Peter Rabbit, the Pied Piper and other interesting childish tales in large black silhouettes, which may be traced, cut out and mounted in various ways. The size of the picture facilitates the first lessons in scissor cutting. Price, 10 cents a sheet.

Bell Windmill.

This is an imported little German toy of painted wood which revolves like a pinwheel as the child runs, and rings a little bell in its course. Price, 25 cents.

Net Ball.

A simple little device by which a gay-colored worsted ball is thrown from a spring into a net attached to the handle. It encourages dexterity and is very easily played. Price, 25 cents.

Artificial Soap Bubble.

This is an ingenious little metal contrivance which, when pushed up and down a metal ring, gives the exact appearance of an iridescent soap bubble. Easily worked and kept in order. Price, 10 cents.

PERIOD THREE (AGES 7-9).

Coming now to children of seven, eight and nine years of age, we need to note several important changes. The rapid brain growth of the previous periods ceases during this period, and the brain reaches nearly its full weight at about eight. In general, it is a period of rather slower physical development. The questioning interest continues; memory is strengthening. Imitation is perhaps less prominent than before, but the child is still very susceptible to imitation and suggestion. The child, now, however, imitates the idea rather than the thing. Imagination continues very active and begins to be of a creative type, but related more to the facts and needs of life.

The child no longer simply drives nails into the soil or a board,—he tries to make something. He does not simply romp and run,—he plays a game. Details of motor activity are coming into prominence, and interest in skill is developing. With the child's consciousness of increasing power and skill, awakens interest in competition. Therefore, he begins to play games, that is, to play according to form and rule with other children, whereas before his play was largely free, informal, unorganized activity. The child is not yet able to co-ordinate his activity with that of others, and there are as yet no truly co-operative games. In many games of this period sides are not chosen, each child playing for himself; but even when sides are chosen, the play remains, for the most part, individualistic. There is now approaching culmination in interest in traditional games, games of chase, and doll play. Interest continues high in common objects as toys, and in dramatic and representative play. Interest is very strong in collections. The constructive interest is centering upon the thing made. The child's ambition is often quite beyond his skill, but his efforts are worthy of respect and encouragement. There is a strong general interest in nature, plants, animals, pets, and in exploring. In this period we find the tendency to play with other children increasing, and the child is not quite so selfish. With the development of the formal game interest we find an increasing regard for law. A tendency to tease and bully is common in children of this period, and is due perhaps to a sense of increasing power and the desire to exercise it. Interest still holds in fairy tales and folklore, but towards the close of the period interest in narrative history begins.

This is, then, essentially a transition period. There is a general shifting all along the line,—in the growth of the nervous system, in dentition, in diseases, in interest. It seems to be a special office of this period, after having perfected the senses, to begin to develop the finer co-ordinations of motor activity with sense judgments. To this end the shifting of the interest from activity to the result of the activity is helpful, in that it necessitates the development of skill. The plays and games of this period must involve motor activity of infinite variety, but with definite purpose and interest in the outcome. We see here the value of simple competitive games, traditional games, games of chase, constructive play, with an infinitude of common objects and with toys; we also see the value of dramatic and representative play, and of doll play, of which latter Dr. Hall says, "The number of motor activities that are both inspired and unified by this form of play, and

that can always be given wholesome direction, is almost incredible and has been too long neglected both by psychologists and teachers."

GEORGE ELLSWORTH JOHNSON.

By the time a child is 9 years old Mr. Freeland found, from an extensive individual observation, that boys and girls actually engage, in considerable numbers, in the following play activities:

Age nine years, Boys:

Boat making; making of toy wagons; making kites; doing chores about the home; taking machinery apart (clocks and watches come first, next guns and next the fixing of their own toys, such as skates, etc.); making mechanical toys (such as stoves and furnaces, that will hold fire, and work with steam engines); making play houses; furniture making (along the line of flower stands, stools, tables, etc.); care of animals, dogs, chickens, pigs, cattle and horses.

Age nine years, Girls:

Doll dresses; washing dishes (includes both play dishes and the dishes of the family); sewing fancy garments, knitting etc.; making play houses; making peculiar dresses (such as Indian dresses or special ones for the play house); weaving of doll cloth; making doll hats, and doll furs; making doll furniture; making pillows, etc.; coloring pictures; reading stories; quite a few girls love to make bows and arrows, at this age, also swords and other things, that boys like; some seem drawn towards machinery.

The apparatus and toys that should be provided are such as a sand pile; seesaw, pole swing; suspended iron rings; climbing rope; climbing tree; climbing ladder; tilting ladder; board slide; swinging rings; trolley slide; jumping pit, filled with sawdust, straw, or other soft material; stilts; garden, carts, wheelbarrows, shovels, rakes, hoes; balls, bean bags, ringtoss, tenpins; bows and arrows; express carts; jump ropes, reins, whips; kites; playhouse, made by older boys; doll house, made by children or carpenter; boxes, boards, and other miscellaneous material; aquarium, fish nets, insect nets; pets; drum, fife flag, toy swords, wooden guns; improvised fire engine; hose cart, etc.

HANDWORK.

Outlines for Coloring with Brush and Crayon.

PERIOD.

| | | |
|----|--|----------------------------|
| 4. | Lane's Nature Studies for color work..Set A, 12 designs | \$0.15 |
| 4. | Lane's Nature Studies for color work..Set B, 12 designs | .15 |
| 2. | Children's Painting Books | each .25 |
| 2. | Colored Nursery Pictures, 11x14, 12 designs, for \$1.75 or | each .25 |
| | Brookline Nature Series for coloring....per 100 designs | .50 |
| 2. | Pasting Books, 12 leaves, 7x9 | per dozen .75 |
| 2. | Bird Outlines—50 sheets, 12 different birds, with color | chart and directions |
| | | .75 |
| | Crayon Books, 6x8 inches, ruled ½ inch squares | 1.00 |
| 3. | Bennett's designs to color landscapes.....per set of 10 | .10 |
| 3. | Bennett's Landscape Designs, in bulk.....per 100 | .75 |
| 3. | Overall Boys, design to color.....per set | .15 |

- | | | |
|---|---------------------|-----|
| 3. Sunbonnet Babies | per set | .15 |
| 5. Trufant's Mottoes and Designs to color. Send for special list. | | |
| 5. Bradley's Mottoes and Designs to color. Send for special list. | | |
| 4. Thanksgiving Packet | | .25 |
| 4. Christmas Packet | | .25 |
| 5. Studies in Landscape Design..... | Price per set of 10 | .25 |
| 3. Marshall Color Studies, Set No. 1, flowers and vegetables, size 6x9, per set | | .75 |

Birds for School and Home.

A new and excellent handwork for the second and other grades. The construction of each bird provides for three distinct occupations—cutting, sewing and color work. When completed the bird has a most lifelike appearance and the work stimulates observation of and love for our birds.

Four sets: Spring Birds, Early Summer Birds, Summer Birds, Winter Birds.

Price, each set, 25 cents.

Father Tuck's Plays in Fairyland.

A little model in brilliant colors of the stage of a theatre with wings in stiff cardboard and arranged to stand firmly by inserting two thumb tacks. Eight cardboard models of favorite characters from Fairyland.

Red Riding Hood and the Wolf, Beauty and the Beast, etc., made to fix to the stage and to move by a simple mechanical process. Also four stories in simple rhyme. Size, $11\frac{3}{4} \times 15\frac{3}{4}$ —in box. 75 cents per box.

Father Tuck's Picture-making for Little Folks.

An interesting occupation for children. Four pages of colored objects and four pages in outline. The colored objects are to be cut out and affixed to their respective position shown in the outline. Sheets thus form a beautiful picture. Gum is on the back of the colored sheets. Sheets will not curl. Story of the picture printed on the back of each outline sheet.

Series II, Blind Man's Buff, Playing Horse, Afternoon Tea, The Swing. Price, 25 cents.

Father Tuck's Picture-building A, B, C.

Three picture panels in a box. Size, $8\frac{1}{2} \times 10\frac{1}{2}$.

Picture puzzles, which, when taken to pieces, contain the twenty-six letters of the alphabet, and can again be pieced together to form the complete picture. On the back of each section of the picture is the letter of the respective object, and the duplicate letter is in the corresponding position in the hollowed-out back into which the picture is built. Form of panel keeps picture intact when set up.

Box No. 2—Three Little Kittens, Three Pigs, Three Bears.

Box No. 3—Dolls' House—Nursery, Drawing-room and Kitchen.

Box No. 5—Railway Engine, Motor Car, Steamship.

Per box, 75 cents.

Art Novelties.

These little decorative Art Novelties, designed in realistic fashion, are at once interesting and beautifying for the nursery and home generally. Made in several pieces so that they can be stood up.

Packed six assorted designs in a box, at 25 cents per box.

No. 1—Off to Market (Farm Wagons). Size, 5 x 5.

No. 2—Humorous Figures.

Magic Changelings.

Cut-outs for children, representing "Mother Goose" characters so pasted together that they may be two or three characters, according to the way in which they are folded. A novel source of amusement and occupation for children. Price, 35 cents.

Dennison's Outfits for Young People.

DOLL OUTFIT No. 31.—This is an outfit containing two dolls and all material necessary to make dresses, hats, etc. The forms are ready-cut, so that even little people can enjoy the dressmaking, while the older ones may, of course, elaborate with the material ready to cut. An enclosed circular gives illustrated directions for making the wardrobe. Contents:

Two Paper Dolls, movable arms and legs.

Small rolls of Crepe Paper, assorted colors.

Colored Tissue—Gold and Silver paper.

Gold and Silver Stars.

Paper Lace.

Strips of Decorated Paper.

Dress and Hat Forms.

Fashion sheet with dressmaking instructions.

Price, per outfit, 35 cents.

Sunshine for Rainy Days.

A complete set in green cardboard of models for dolls, furnishing houses, boats, wheelbarrows, garden tools, etc., with directions. A fascinating occupation for little children. Price, 25 cents.

Jointed Doll Forms.

Six cardboard designs with pretty faces and movable arms and legs.

No. 16.—Size, 9¼ inches. Price each, 7 cents.

No. 17.—Size, 7 inches. Price each, 5 cents.

Dolly Suit Charts for Little Women.

This is a box 7½ x 8½ inches, containing all the patterns needed for a child to cut out a complete doll's outfit, with measure and pencil included. Price, 50 cents.

IMITATIVE TOYS.

Stock Farm.

This is an unusually attractive article for the low price at which it is listed. The barn is made of clean pine boards, unfinished on the inside and back, with outside ends printed in red in imitation of brick-

work, with window in center. The roof, which is detachable, is printed in green in imitation of shingles, and is held in place by means of two copper pegs which fit into holes in the tops of the side walls. The cupola is grooved so that it fits into the ridge-pole without glue or nails, and the gables are stained red to correspond with the frame. The animals include one each—horse, mule, pig, cow, sheep, hen and rooster. The barn is $8\frac{3}{4}$ inches long, $5\frac{1}{4}$ inches wide and $8\frac{3}{4}$ high to top of cupola. Price, each, 15 cents.

Bradley's Toy Village.

Bradley's Toy Village consists of a number of folding houses made of cardboard, hinged with tough cambric. The roofs are separate from the walls of the houses and fit over cardboard projections, bracing the houses so that they will stand square and firm when set up, and again by simply removing the roofs the houses are quickly folded up ready to be put back into the box. In addition to the houses, the sets are supplied with a sheet of lithographed objects to be cut out and stood up by means of small tin bases, which are supplied for the purpose. These objects include trees, boats, automobiles, figures of men, women and children, carriages, horses and other domestic animals. Each set is also equipped with a ground plan, or lithographed sheet showing streets, flower beds, lakes, etc., with spaces indicating where the houses are to be placed and encourages "city planning" in miniature.

The houses are lithographed in bright and attractive colors, and all projections and connections are firmly glued to the side walls, insuring firmness and durability. Price, 15 cents to \$1.00, according to size.

Farm Household.

Farm Household of colored wood mounted on sticks that are thrust in sand piles. Other wooden animals slide in grooves. Cost from \$1.00 up.

Humpty-Dumpty Circus.

Humpty-Dumpty Circus is one of the most amusing and instructive of toys. Tent and ring with a great variety of jointed wooden figures, such as tight-rope performers, lion tamers, lions, tigers, giraffes, zebras, alligators, etc. Price, per set, 50 cents to \$13.50.

Toy Clothes Line Outfit.

Contains twenty feet of cotton rope of good quality, two galvanized pulleys, and clothes pins, put up in lithographed cartons. Price, 10 cents.

Doll's Kitchen Set.

This set consists of a wooden rolling pin, bowl, potato masher, pastry board and deep pudding dish. All pieces are nicely turned from good clean stock. Price, 5 cents.

Dolly's School.

This box contains entire equipment for playing school, from the spectacles for the teacher to the blackboards for the children, programs for opening exercises, slates, sponges, drawing boards—everything for the education of the dolls along the most approved lines.

The outfit will give days of pleasure to the little children who wish to play this fascinating game. Price, 25 cents.

Chanticleriana.

An original set of cut-outs of animals which, by a novel form of folding, give a very life-like appearance. Price, 40 cents.

SCIENTIFIC TOYS.

Reflectograph.

An upright glass reflects the drawing on one side so that it may be copied in pencil by the child on the other side. An interesting and rather novel occupation. Price, 25 cents to \$1.00.

Construction Strips.

A box of construction strips and parts used in mechanical building, with designs which should interest every ingenious boy. Price, \$1.00.

Dynamobile.

This toy, when used by younger children, may be wound up, but older ones will find more pleasure in attaching it so that it may run by electric motors or steam engines.

Transformations.

Here is something new for an evening entertainment. Colored pictures, with part of the outlines cut out, are slipped into a frame behind a piece of oiled paper. Then on looking through the paper against the light an unexpected transformation has taken place. The outlines of the pictures appear and make another picture of an entirely foreign character. Price, 25 cents.

BLOCKS.

Parquetry Blocks.

These interesting tablets are made of wood and colored in the six colors. They are also of assorted forms, the diamond and half-square. With these simple forms, hundreds of elaborate and beautiful designs can be made.

Box containing 100 blocks, 10 cents each. Box containing 300 blocks, 25 cents each.

Interlocking Blocks.

Buildings that one would not think of attempting with ordinary blocks are easily and securely formed by the use of these ingenious interlocking strips. They will not fall apart and can be built up into towers of any height, limited only by the supply of blocks, and will not topple over if kept in proportion to the foundation.

A strong reinforced box containing two hundred and fifty-four blocks of various lengths and sixteen curved pieces for the formation of arches, doorways, etc. Size, $10\frac{1}{4} \times 12\frac{1}{8}$. Price, \$2.00.

Richter's Anchor Blocks.

These blocks are made of solid stone, and are so strong that no ordinary accidental fall will even knock a fine chip out of them. The surfaces are slightly roughened, and the blocks are shaped with such extreme accuracy that when properly placed, they get a sort of grip on each other so that buildings made of them stand firmly and are not easily overturned. Anchor Blocks are mathematically correct.

With these blocks children learn through play. The architectural designs develop the artistic sense and are so constructed that they entertain young and old for hours at a time. Price, according to size of outfit, \$1.00 to \$7.50

School Building Blocks.

The wooden box is $15 \times 8 \times 3\frac{3}{4}$ inches in size and contains 39 blocks, divided into whole blocks, half blocks, pillars, bricks, columns, cubes, domes and pinnacles. Those acquainted with educational matters will recognize from the above description that all of the usual forms are included in the assortment. Price, \$1.00.

GAMES.

Lotto.

Lotto is one of the oldest games on the market, but still enjoys great popularity. This set consists of 24 numbered cards, attractively lithographed, a full set of glass markers and wooden counters. The counters are enclosed in a cloth bag, and the markers are put up in a small pasteboard box. Price, 50 cents.

Pretty Pets Lotto.

Pretty Pets Lotto is an interesting and amusing game for the little folks, and at the same time it makes the much-dreaded multiplication table a thing of pleasure. The children are so taken up with the fun of the game that they learn to multiply before they are aware of it. Price, \$1.00.

Rook.

This is a leading card game. With Rook Cards are played, beside the famous game Rook, the new copyrighted games Tuxedo, Parkette, High 14, Panjandrum, Flip and several others. Plain, clear rules for playing. Some are for young, some for adult players, some for from 2 to 8 players. Price, 50 cents.

"All Aboard."

A railroad game played with cards! It sounds interesting, and is. There are four "suits" representing the train, flag, lantern and conductor, and the object is to play the cards skilfully and avoid capturing a "Wreck" with which the game is also provided. "All Aboard" is quite different from other card games in design and method of play and will appeal strongly to boys, big and little. Price, 25 cents.

Game of Spelka.

Spelka is played with a pack of fifty-two cards. Each card bears a letter of the alphabet, and there are from one to four cards of a

kind. The object of the game is to get rid of the cards, dealt and drawn, by forming the letters into words. A simple and effective method of teaching spelling. Price, 25 cents.

Boy Scouts.

This is an exciting card game and is played with a finely enameled pack of 50 cards illustrated with designs of the different famous Patrols, the Owl, the Wolf, the Lion, and the Curlew. Each patrol consists of ten cards and a leader is printed in a distinctive color and design. Price, 50 cents.

Solitaire.

This standard game, played on the standard Solitaire board, helps to cheer many a lonely hour. 50 cents.

Toy Soldiers.

Lead soldiers have been the immemorial delight of children, young and old, and even childlike men like Robert Louis Stevenson, have enjoyed planning out campaigns, executing strategies and indulging in mimic warfare. Small companies may be purchased from 50 cents up, and they may be added to indefinitely, while the nationalities and divisions of the service imitated are well nigh innumerable. None of the devices for making fortresses and other defences are equal to the books from the library or the building blocks of the nursery. And as for missiles, spools and dominoes are all sufficient.

Game of Bounce.

In this marble game, the marbles are placed, one at a time, in the center of the bowl-shaped playing board, which is perforated at intervals with numbered holes. By pressing a lever at the edge of the board the marble is shot into the air and in falling, lands in one of the numbered holes—provided, of course, the player makes a good shot. Otherwise the marble rolls back to the center and does not score. There is a good combination of skill and chance in this game. Price, 50 cents.

Flip Flop.

A new method for shooting wooden balls about a board with numbered indentations. The balls are placed on the circle as shown in cut. A wooden ball on the end of a revolving piece of wire is called a "twirler" and another wooden ball at the end of a piece of flat spring wire attached to the corner of the board furnishes the motive power. When the spring is pulled back and released, it hits the ball on the twirler which, in turn, strikes the wooden balls and rolls them about the board in a lively manner. The player scores according to the numbers on the indentations in which the balls finally rest. Price, 50 cents.

Jiggle-Joggle.

Small celluloid balls are attached to a short piece of wire, the other end of which slips over an upright steel rod. The ball on end of the wire is struck with the finger, causing it to jiggle-joggle down the wire, landing finally on a target in the bottom of the box. As the

ball swings round and round the rod as it jiggles down, the result is uncertainty until it reaches the bottom. Any number may play. Price, 25 cents.

Over the Garden Wall.

The method of play in this fascinating game is entirely new. A marble is placed on a wooden disk that is snapped with the finger, causing it to strike an obstruction representing the *garden wall*. When the disk hits the "wall," the marble jumps over into the barnyard and rolls into a hole, the player winning or losing the number of points indicated beneath the hole in which the marble rests. Any number may play and the uncertainty of the game creates much fun and interest. Price, 25 cents.

Down and Out.

Down and Out is founded on the famous "Down and Out" towers at Coney Island. It consists of spiral tin tower, set in wooden tray, painted in colors, with nineteen numbered holes. At the top of the tower is a concave platform with outlet to the spiral runway or shute. Ten wooden balls are placed in the platform and a wooden top spun amongst them causing some of the balls to roll through the opening into the shute and down into the numbered holes in the tray below. Price, \$1.50.

Feeding the Lion.

The lion stands upright on the table, with his mouth open to receive the celluloid balls, which the players attempt to throw into it. This is an especially attractive and interesting game for a low price. Put up in strong pasteboard box. Price, 15 cents.

Pot the Beans.

"Bean porridge cold, bean porridge hot—
Who'll be the quickest to fill the bean pot?"

That's the object of this game—to pick up real beans with a small spoon and put them in your bean pot, filling it more quickly than your opponent can fill his. It doesn't take long to learn how to play this game, but picking up the beans with a spoon is not quite so simple as it sounds, and considering that a player touching the beans with his fingers must pay a penalty, there is plenty of fun and excitement. There are two bean pots, with a supply of beans sufficient to fill them, and two spoons. Price, 25 cents.

Bottle Imps.

Here is a weird and unusual target game, to be played on the dining-room table or on the floor. The "Imps" are made in the form of bottles with a loaded base, so that they jump upright no matter in what position they are placed. The target is laid flat on the table, and the players endeavor to throw the "Imps" onto it. The unique implements of this game, and the uncanny antics of the "Imps," which will not "lie down," make it an unusually attractive and fascinating game. Price, 35 cents.

Honey Bee Game.

In this novel game the bees in the shape of small metal disks of different colors are placed underneath a metal hive, and by drawing

magnets across the top of the hive, the players endeavor to attract bees of their chosen color out through the openings in the hive. This is a pleasing and original game, and unlike any other. Price, 50 cents.

Bull in a China Shop.

The board or tray contains four stationary upright pins or posts. Around these are painted red dots on which small wooden pins are stood.

The top is a patent spring spinning one, with rounded point, which allows it to travel about the board with wonderful rapidity, and the player scores according to the number of pins knocked down by the erratic top in its mad career. Price, 50 cents.

Little Bowler.

A novel bowling game that reverses the natural order of things and instead of knocking the pins down, stands them on end. The frame is made of wood and the pins swing on a wire that runs from one end of the frame to the other. When a pin is hit, it flies up and rests on the upper wire, and the number on the bottom of the pin shows what score the player has made. The frame is nicely varnished, and the game is supplied with three wooden balls. Price, 25 cents.

Animal Ten Pins.

This is a set of comical animals of ten different species, cut out and mounted on heavy wood base. There are three balls for the players to roll and knock over the animals, making a simple and amusing game for small boys and girls. Aside from the use of these mounted animals as ten pins, children can find much amusement by using them for "circus" features, parading, etc. Price, 50 cents.

Wireless Fortune Teller.

To have their fortunes told by wireless is a new experience for most people, and this game provides for that novel entertainment. The game is equipped with a sending and receiving station, and the operation is by means of a magnetized arrow. The arrow is placed in the sending station and a question asked. It is then transferred to the receiving station and immediately points to the correct answer. Price, 15 cents.

The Marvelous Wondergraph.

The Wondergraph is a very amusing toy. Turn the crank and the Wondergraph does the rest. \$1.00.

Game of Twirl-It.

Twirl-It consists of a circular playing board, eighteen inches in diameter, finished in mahogany, with a series of indentations around the board, each distinguished by a number, star or color. The twirling device in the center of the board is in the form of three aluminum covered, semi-circular shaped sections into which are placed three steel balls or marbles. These semi-circular sections are whirled rapidly about by a turn of the handle in center, and the marbles are sent

flying out into the main surface of the board where they roll into the indentations and score or lose according to the value of the spots on which they rest. There is snap and life to this game, and the unique method of shooting the balls on to the board is fascinating. Price, \$2.00.

Turn Over.

"Turn Over" is made in several sizes and finishes, and consists of a long box with built-up playing board. At one end are six numbered holes and it is the object of the player to roll the "Turn Overs" (loaded metal capsules) into these holes.

The method of playing is unique, the player taking hold of the board at its top edge and manipulating it so that the "Turn Overs," one at a time, will roll down the board into one of the holes. If a capsule misses the holes it rolls into an alley at the extreme end of the box, and does not count in the score. The loaded capsules, instead of rolling sidewise, turn over and over on end in their race down the board, hence the name "Turn Over." Price, 50 cents.

Impo.

The method of play in this game is new and different. The playing surface is in the form of a bull's eye target with perforations in each division of colored circles. The implements are two wooden mallets and two metal "turn-overs" or capsules. The object of the game is to place the capsule in the center of the game board, and by tapping the bottom of the box with the mallet cause it to turn over and land in a numbered hole. As both players play at once, the rat-tat-tat of the mallets makes merry music and adds to the life of this thoroughly good game. Price, 75 cents.

Clown Ten Pins.

Funny clowns pictured in various positions add to the merriment of this modified version of the regular ten pins. The clowns are lithographed in colors and mounted on wood bases. The method of play is the same as in the regular game. Price, 50 cents.

King Ring.

This is one of the many modifications of the Tiddley Winks idea and also one of the best. The pegs are numbered and large colored rings are snapped at the pegs, the one winning who has the largest score. Price, 25 cents.

Tiddley Ring Game.

This game consists of a playing board with numbered hooks, which stands upright on the table. The winks are in the form of rings and are to be snapped over the numbered hooks, the players scoring according to the numbers on the hooks over which their rings are landed. There are two large square winks to shoot with, and eight ring winks, with felts from which to snap them. Price, 25 cents.

Meteor.

The ball Mosaic-game "Meteor" is much liked by children, because the board-laying-plate makes the placing of the Mosaic-patterns an

easy and sure one, even for the smallest among them. The balls are painted with colors free from poison, so that they can be given to children without any fear whatever. Price, according to size of outfit, 25 cents to \$1.50.

Aunt Sally.

This old colored lady stands stoically upright, and in her mouth is a wooden pipe over which rubber rings are thrown. The rings are of different sizes, each size having a special significance in the scoring. The old lady is gaily dressed in her go-to-meetin' clothes, and is sure to find appreciation among young children who are always interested in dolls. The figure is fourteen inches tall. Price, 50 cents.

PICTURE PUZZLES.

Santa Claus Puzzle Box.

These pictures show a very modern Santa Claus in an automobile, his descent down the chimney, and arrival at the Christmas tree. Price, 25 cents.

Peter Rabbit Puzzle Box.

Three pictures showing Mrs. Rabbit and her four bunnies, Peter's visit to McGregor's garden, and Peter eating the stolen radish. Price, 25 cents.

Wild West Puzzle Box.

The three pictures in this box show stirring scenes of the West in bygone days. One subject is an attack on the stage by Indians; another shows cowboys lassoing a wild steer; while the third depicts an emigrant train bound across the prairie. Price, 25 cents.

Steamship Puzzle.

This puzzle shows a picture of one of the latest European liners, being an exact representation of the Kaiser Wilhelm II. It makes a most attractive puzzle, the label being printed in colors and gold and mounted on heavy pulpboard, cut up in scrolls. Price, 25 cents.

Little Boy Blue Puzzle Box.

Fairy-tale characters familiar to all children; three separate puzzles in a box. Price, 25 cents.

Animal Misfitz.

These animals are cut up, and in playing the object is to match them together properly. They are so made that it is very easy to get mixed and match the wrong parts, which makes much fun and also calls for forfeits. Price, 15 cents.

MISCELLANEOUS.

Roller Skates.

Price, 50 cents, \$1.00. Ball-bearing, \$1.50, \$3.00.

Choral Top.

Changes notes while spinning. Price, 25 cents, 45 cents.

FOURTH OF JULY.**Choice Surprise Fruit.**

This little German novelty is very interesting for children's parties. The fruit is set on fire and the fountain of surprises begins to play. Little gifts or showers of bubbles appear to the amazement of the children. This is recommended for a Fourth of July entertainment where the parents take the responsibility of lighting. We do not advise giving them to children to handle.

PERIOD FOUR (AGES 10-12).

This is the most important period in elementary education so far as the details of school work and the formation of habits are concerned. The body is not growing so rapidly, the brain has practically ceased growing, and there is not the great functional advance which is to accompany the advent of puberty in the period following. There is a lull in the demands upon the system,—it is a time of storing up of energy.

The co-ordination begun in the previous period, but not developed to the point of fine adjustments, is now given depth and scope. This is the time when there must be laid the foundations of any future great skill. Skill in games, in manipulation, in the use of tools, in the playing of musical instruments, correctness and facility in pronunciation of foreign languages, cannot be so surely acquired if delayed beyond this period. He is still selfish and self-assertive, yet gaining in social interest. He begins to form societies or clubs largely for games, athletics, and predatory expeditions; but he unites with others rather for his own profit.

In the matter of games, interest in running games is culminated. There is taking place a shifting of interest from the games which are not co-operative to games which are co-operative. Interest in collections is at its height. The methods of collecting are by finding and, in this period increasingly, by trading and buying. In nature, interest in pets, particularly in dogs and in the training of dogs, is rapidly increasing, reaching culmination in the next period. Interest in nature collections is high. Great interest in dolls is continuing. In drawing, interest centers upon action and the representation of one or two details, leaving the others in a jumble. The drawings are symbolic rather than correct representations. In construction, interest increases in the details and skill of workmanship. In literature the dominant interest of the boy is shown in preference for action and adventure. There is added interest in history, in historical biography, and in general literature. The general puzzle interest culminates in mechanical puzzles at eleven years of age, in geometrical puzzles at from twelve to thirteen.

GEORGE ELLSWORTH JOHNSON.

In this period the apparatus and toys of greatest interest are such as the following: Rings, trapeze, parallel bars, horizontal bar, vaulting bar, climbing rope, tumbling bed, climbing pole, balance swing, ladder, teeter ladder, sliding pole, jumping standards, jumping pole, giant stride, stilts, baseball diamond, basket-ball court, shinney sticks, ring-toss, horse-shoe quoits, ten pins, croquet set, tennis court, yard for

running games, garden, sloyd bench and tools, home-made toys, kites, sail boats, butterfly net, fish net, fishing tackle, bows and arrows, target, aquarium, back-yard menagerie, hut or cave, double-runner, toboggan, skates, artificial skating rink and coasting, if natural facilities are not provided; swimming pool, catamaran or Crusoe raft, drawing, painting, sewing, embroidery, and beadwork material, musical instruments.

HOUSEHOLD TOYS.

Among the household toys may be found a laundry set, which includes clothes basket, tub, wringer and washboard. There are also clothes pins and line for hanging the clothes to dry. Prices range from 50 cents to \$1.50.

Toy Town Cooking School.

Contains a bag of real flour, small can of cocoa, package of salt, soda, etc., and comes with tin shapes for cutting and a board and roller upon which to roll out the dough. There are simple little receipts in the cover of the box. Fun and instruction for little girls. Size, 12¾ x 8¼. Price, 50 cents.

Doll's Milliner's Set.

Includes three hats, tulle, flowers, wire, and net to be used as trimmings. Price, \$1.50.

Ice Cream Freezer.

Although a toy to amuse, it works as perfectly as any large freezer. Holds one pint. Complete, with directions. Price, \$1.25.

Superior Tool Chests.

Superior Tool Chests, in six sizes, are really superior of their kind, because first quality materials have been selected with a special view to their usefulness in the household. Every detail has been carefully worked out, and the user will find a satisfaction very different from that occasioned by the ordinary, cheaply constructed chest. Price, \$3.25 to \$15.00.

HANDWORK TOYS.

Crepe Paper Work.

Children's fingers are deft and their minds very active. We are more apt to under-estimate than to over-estimate their ability in copying and creating handwork. A few bright colors of crepe and tissue, a little time spent in explanation, and you will find that the children can produce surprisingly artistic birds, pin-wheels, May baskets, etc. Many a milliner and dressmaker is born with the talent and development cannot be encouraged too early.

An interesting field is appliqué work. Designs cut from crepe paper, glued to furniture and then shellacked, are most attractive for the nursery, and will stand long and hard wear.

Pictures Made of Crepe and Tissue Paper.

This field of endeavor is absorbing in its interest to the young artist. The background is the starting point in this paper painting.—

the sky line the first thought. Clouds and sky may be made by layers of blue, light shades over dark and white irregular clouds on top. Water may be of paraffine paper, often with the shadow beneath.

Designs for Decoration with Water Colors.

A set of designs with outline decorations to be filled in with water colors. Each design bears a quotation, the decorations suggestive of the thought contained in the quotation. When these designs are artistically colored and mounted or passe partouted, they make appropriate and acceptable gifts.

There are seventeen designs in the outfit, printed on heavy, white drawing paper, and six wood cups of water color paints, with a good brush. Price, 50 cents.

Bead and Basket-making Sets.

This makes artistic and attractive work for little children. Price, 75 cents to \$1.50.

Embroidery sets, 75 cents to \$1.50.

Bead looms upon which children may work out interesting designs may be had from 75 cents to \$1.50.

MODELING.

Composite Clay.

This is an excellent substitute for modeling clay and wax. It is thoroughly plastic and does not harden like wax nor dry like clay. It is worked in the same manner as modeling clay, with the same tools. The completed work can be left standing for any length of time and the clay worked over again whenever desired.

| | |
|------------------------------|------------|
| Terra Cotta, per pound | net \$0.25 |
| Green Gray, " " | .25 |
| Brown, " " | .25 |

Harbutt's Plasticene.

Harbutt's Plasticene is a clean, harmless and practically indestructible modeling material which can be used over and over again. While it is much used by sculptors, artists, architects and others, desiring to express their ideas of form, construction, decoration, etc., it is also invaluable for home amusement and comes in several forms, namely, the Beginners' Box, the Complete Modeler, the Plasticene Designer, Add-a-Bit, etc., according to the age for which it is desired. This plastic material will be enjoyed at an even earlier period.

| | |
|------------------------------|--------|
| Terra Cotta, per pound | \$0.35 |
| Green Gray, " " | .35 |
| Brown, " " | .35 |

New Process Clay-Flour.

This material is the best quality of artists' clay, very finely powdered by a new process, and packed in dust-tight boxes.

One box of 5 pounds, 25 cents.

PAINTS AND PENCILS.

Pamos Pastime Pastels.

These Pastels come in sets of seven different assortments, containing per box from four to twelve Pastels, ranging in price from 50 cents to \$2.00 per box. There are also work boxes furnished which contain in addition to the Pastels, one pair of blunt scissors and one tube of photo paste. Price, per box, from 50 cents to \$1.50. This is an educational occupation which fosters a truly artistic taste. Children using them successfully become expert in the handling of the tools employed and also become more observant of the beautiful possibilities on every side.

Manual Arts Crayon.

The Manual Arts Crayon has been devised to supply the demand for a crayon that will reproduce the most subtle gradations of color, and it will be found unsurpassed for softening intensities of color in object drawing and design. By mixing white chalk an unlimited number of tints are readily obtained, while charcoal with which the crayon also mixes easily, produces any desired shade. By combinations of this nature textures and atmospheric qualities may be obtained equaling high-grade pastel effects. These qualities make the Manual Arts an exceptional crayon for school use, and one which will be found thoroughly satisfactory for the finest crayon work in advanced grades.

The box contains eight crayons, one each Red, Orange, Yellow, Green, Blue, Violet, Brown, Black, put up in slide box.
Price, per box, 10 cents.

Combination Stencils.

The "Combination Stencils" embody in their designs new principles, so that while any single figure can be drawn by itself the same as in the old style, figures from several different cards may also be combined to form one picture.

Each set of eighteen cards is in an ornamental box, containing also instructions and samples of full-sized drawings. Price, 25 cents.

MECHANICAL TOYS.

The American Model Builder.

The American Model Builder is a collection of mechanical parts constructed on strictly scientific principles, and is designed to teach the boy *mechanical construction*, and at the same time furnish amusement. These outfits comprise all the main parts used in machinery, such as Pulleys, Gears, Pinions, Axles, Beams, Machine Screws and Bolts, etc., and a complete manual of instruction accompanies each. All parts are made interchangeable and any model can be taken down and the same parts used in the construction of other models. It is made in Seven Progressive Outfits ranging in price from \$1.00 to \$9.00.

Meccano.

The Meccano is a true toy, yet it comprises exact mechanical parts, Lever, Beams, Wheels, Axles, Pulleys, Bolts, etc. These are made

properly to fit together, thus securing accuracy of construction and giving a child a valuable knowledge of practical things while he plays with Meccano. With Meccano the child can build bridges, railroads, high buildings, derricks, etc., right in his own yard. This is one of the invaluable "toys that teach." Price, \$2.00 to \$10.00.

American Jack Straws.

A set, put up in durable wood frame box. The straws are made in the form of wheelbarrows, saws, ladders, rakes, hoes, shovels, picks, guns, spears, etc. These Jack Straws are all made in America, hence the title, "American Jack Straws." Price, 50 cents.

EDUCATIONAL TOYS.

The Improved Educational Puzzle Map of the United States.

This map is a teacher of History and Geography for young and old. It gives on each State the following: Area in Square Miles, Population, Electoral Votes, Chief Products, Population of Capital City, Capital of United States and its population, Pictures of all the Presidents to date, and many other features.

Price on wood, complete \$1.50

" " cardboard, without scale or extra map..... 1.00

United States Map.

A modern and authentic map of the United States, mounted on wood. The map is lithographed in bright colors, and accurately cut on state lines. On the back of the map are correct representations of the flags of the various nations, making two complete dissected puzzles. Put up in glaccine envelope in large box, the size of map. One of the best dissected maps on the market. Size, 14 x 20. Price, each 75 cents.

Game of Nations.

The highest card in this game pictures a map of the nation itself, then follow the man, woman and child cards, etc., there being nine cards for each nation or suit. The game not only affords amusement for young children, but is very instructive from a geographical standpoint. Thirty-six enameled cards lithographed in colors. Price, 25 cents.

NATURE.

Garden Plan.

This is a stout envelope filled with the plans of a practical little garden for children, with directions and seed packets for carrying out the working plan. There are also little colored sticks with which to mark the seeds and showing the children what color of flower they may expect. Price, \$1.25.

Baskets of garden tools with stakes and other implements for furthering children's gardening, \$2.50.

Garden aprons stenciled with flowers are also supplied for children.

Riker's Flower Press.

A portable press for flowers which keeps the natural color by a system of corrugated paper, blotting paper and cotton. The flowers are imbedded in the cotton and the two boards at both ends of the press hold the material together with a strap. An excellent accompaniment of a day's stroll in the woods or by the sea. Price, \$1.50.

GAMES.**Boy Scouts.**

Everyone who is interested in the great "Boy Scout" movement will enjoy this game. The object is for a dispatch runner to carry a message from one field officer at the head of the game board to another officer at the bottom of the board, and back again with answer. A patrol of Scouts is appointed to intercept the messenger, either on his outward journey, or failing that, on his return home. From two to eight players may take part in the game. The playing board is of unique design and depicts many stirring scenes in the life of a Scout. Price, 25 cents.

Scouts and Indians.

The implements consist of eight Indians and eight Scouts, in the shape of metal figures which add realism to the game. The design of the board includes Indian Wigwams and Scout Cabins, and the object of the game is to capture all of the opponent's men. When the game starts each side has an equal chance, and the outcome depends entirely upon the skill of the players. Price, \$1.25.

Pirate and Traveler.

The Game Board is a map of the world and the Travel Cards indicate journeys to be made by the travelers.

The cards also show the products of different places and are won as the players reach corresponding points on the map. All routes of travel are well-known railroad and steamship lines, and players acquire a knowledge of these, also the chief cities and ports and their principal articles of commerce. The Pacific Ocean is divided at each side of the Game Board, making it a flat playground. Price, \$1.25.

Loom for Weaving.

Practical loom for weaving rugs, hammocks and doll-house furniture, 35 cents; with three spools of warp at 20 cents each, 60 cents. This is an interesting occupation for children, combining the principle of weaving with practical results in toyland equipment.

Deck Ring Toss or Lawn Toss.

May be used on the lawn or indoors. Each player in turn throws the seven rings, one at a time, endeavoring to ring the post. The player succeeding in throwing the most rings over his opponent's post wins the game. Excellent sport for old and young. Price, 25 cents.

Toy Town Conductor's Game.

To "play train" is one of the most popular joys of childhood, especially boyhood. A few kitchen chairs and the material in Toy

Town Conductor's Game will provide for a small boy the maximum enjoyment of this pastime. Imagine his delight in issuing or collecting real tickets and punching them with a real punch. This outfit includes nearly a hundred tickets of various kinds, as New York to Philadelphia, Boston to New York, St. Paul to Omaha, etc., passes, sleeping car tickets, commutation tickets, cash fare certificates, six-trip tickets. There are also telegraph blanks, hat checks and baggage checks. A red flag is provided for danger signals and a green flag to denote a "train following." To make the realism complete there is a conductor's combined cap and mask, lithographed lantern, whistle and over fifty dollars in toy money. A folding ticket office lithographed to look like one in a real railway station is also included and a conductor's punch completes the material. Price, \$1.00.

Toy Town Conductor's Game.

This box of material enhances the fun of boyhood's most popular pastimes—that of "playing cars." It allows the small boy to sell printed toy tickets for toy money, through a small window that says "Tickets" on it—just like the man at the railroad station. There are colored tickets "good for one continuous passage" from Boston to New York, to San Francisco and all the important intervening cities. There are special Pullman tickets for those fortunate enough to possess sufficient toy money to purchase them; also green, long-trip tickets that remind one of a Raymond & Whitcomb excursion, porter's checks, auditor's checks, etc. A whistle is provided for the engineer and a real conductor's punch and lithographed cap complete the equipment for the "boss" of the train. Price, 50 cents.

Toy Town Post Office.

Not only is this game very interesting in itself, but it will convey to the young players an excellent and true idea of the ways of the United States postal system.

These post offices are made in three editions, the largest being \$1.00, the next in size 50 cents, and the smallest 25 cents.

The Post Office Game.

The object of this game is the delivery of letters to various addresses. The board is a carefully prepared map of New York City in colors and gold. With the game come letter carriers and a package of letters, which are divided among the players. The postman must deliver these letters to the proper addresses. They start from the Post Office at the corner of Broadway and Park Row, and take any route they choose to deliver each to its destination. The game is interesting and instructive. Price, \$1.50.

Ring Over.

The principle of Tiddledy-Winks is good enough successfully to stand applications to other games, and in Ring-Over it is introduced with interesting results. Here a large circular disk containing several small numbered disks is placed in the center of the table. The winks are of the ring variety and the object of the game is to jump them

over the small disks. This is done by pressing the edge of a large square wink on the edge of a ring wink, causing it to jump forward. A good game to play and easily learned. Price, 25 cents.

Leap Frog.

This attractive target is in the form of a pelican with its expansive mouth open, waiting for the frogs. The target stands upright in slots at the end of the box farthest from the player, and the frogs are made to leap toward the pelican by means of a unique wooden thrower or trap placed at the edge of the table. A skillful stroke jumps the form into the pelican's mouth. This game is a good one and quite novel in its make-up. Price, 25 cents.

Dollars and Cents.

An excellent opportunity is here presented to learn how to count and change money while playing an interesting game. Small wooden disks are snapped from a spring "trap" or thrower onto the surface of the board which is divided into squares, each square being given some monetary value in dollars and cents. The players add the value of the squares in which their disks land, and so learn to make rapid mental or paper calculations. Price, 25 cents.

Game of Twenty-Five.

This game for children is simple and interesting, and develops rapid mental calculation. The cards are played face upwards and the players watch for cards with numbers making a total of twenty-five, each combination of that total scoring for the player who calls it. There are sixty cards in this game, and the directions are concise and comprehensive. Price, 25 cents.

Salem Witch.

A humorous figure of the Old Witch points a crooked stick at a question on a circular card and then points out the answer on another card. The witch stands in the center of a circular card of questions or answers and no matter in what position placed, will whirl about automatically and point out the correct answer to the question asked. Price, 50 cents.

Spinette.

A game of chance that never ceases to amuse. Any number may play and the uncertainty makes the interest intense and absorbing. A simple, little novelty of lasting interest. Price, 25 cents.

Electrical Wonder Book.

When this book is opened the left hand page reveals a picture of a school-master with a pointer which may be turned to any one of a number of questions in a circle. On the opposite page is a schoolboy also with a pointer. When a question is asked the book is closed, the cover tapped lightly three times, and on opening the book, the schoolboy is found pointing to the correct answer. This novelty is a source of unwaning fascination to young and old. Price, \$1.00.

Backgammon Board.

A new board which shows how surprisingly attractive a Checker Board can be made by modern lithography and the use of embossing dies. The outside paper is in imitation red morocco, printed and embossed in black and gold leaf, with finely lithographed Backgammon Board inside. Supplied with thirty red and black checkers, two dice cups and dice. This board is made with a strong wood frame, and the contents are nicely packed in carton. Size, $17\frac{1}{8} \times 18\frac{3}{4}$. Price, \$1.25; express extra.

Game of Wow.

A game where luck and skill are combined in the attainment of useful knowledge and much amusement. It teaches spelling, it teaches perception. It is an amusing game for both young and old, for two or more players.

The equipment consists of a small box containing one hundred and four cardboard squares, printed with letters and words. The object of the game is to see which one of the players can obtain the highest score by building words with the letters, each word having a value according to the number of letters comprising it. Price, 25 cents.

Down the Pike.

A reading game that has made itself popular all over the country. No "brain fatigue" in this—all fun and jollity. Any number can play. Price, 25 cents.

Anagrams.

This is a modern version of the old well-known game of "Letters" from which many children have received their first lessons in spelling. In this edition the letters are printed on heavy cardboard, and put up in box with lithographed label. Price, 25 cents.

Auction Anagrams.

All lovers of spelling and letter games will find here a treat which will give immense pleasure. This consists of a pack of highly enameled, round cornered cards bearing letters, and a box of cardboard checks of various values with which to bid for these letters in order to complete words of four letters. The simple features of an auction lend life and spirit to the game. Price, 50 cents.

Modern Authors.

These cards are lithographed from new portraits of the most popular of recent writers. There are sixty cards, fifteen sets of four cards each. Among the authors represented are: Clemens, Field, Cable, Howells, Stevenson, Stockton, Crawford, Kipling, Caine, Barrie, Parker and Stanley. Price, 25 cents.

Snap.

The cards are made up with original and humorous designs printed in colors, put up in a box. Price, 25 cents.

Shadowgraphs.

The art of making shadows on the wall with the hands in imitation of various animals has always been a popular pastime. "Shadow-

graphs" bring this fun up-to-date and produces the same results, only more accurately, by means of punched out cards through which the light shines and makes a shadow or picture of the wall.

The designs are movable and are lithographed in colors on heavy cardboard.

Shadowgraphs will amuse all the little folks and many of the big ones. Price, 25 cents to 50 cents.

Egg and Spoon Race.

This game suggests the good old-fashioned game of picking up potatoes with a spoon. You sit at a table and pick up wooden eggs with a shallow spoon and deposit them in an eggcup—if you have good luck; otherwise you're apt to drop them almost anywhere in your haste to be first. There's something good-naturedly informal about this game and it will bring a good laugh from anybody who plays or sees it played. Price 25 cents.

Spinning Plate Game.

In this game a circular cardboard "plate" is set slightly upon a slant and held in this position by a wooden standard on which it revolves rapidly. The surface of the plate is dotted with steel pins, each one having a certain value, over which players try to snap circular Tiddledy Winks while the plate is spinning. A good game of action, simple and interesting. Price, 35 cents.

PERIOD FIVE (AGES 13-15).

Just as there was at about the age of eight or nine a period of re-adjustment of motor ideals, so at about twelve, the last year of the previous period, there is a time of halting, uncertainty, and re-adjustment of social ideals. We are now at the threshold of a new birth, a new conception of life and of the use of powers.

This is the period of most rapid bodily growth. The heart increases rapidly in size relative to the blood vessels, and there is a marked increase in blood pressure. There is also a rapid increase in lung and chest capacity, in strength of grip of hand, and in control of accessory muscles. This is the time of the most rapid development of the heart and emotions.

There comes now a new tendency to imitation and suggestion. There is a shifting of susceptibility to influence of companions to susceptibility to influence of adult ideals and example. There is a striking increase in susceptibility to religious influence; also the greatest liability to incorrigibility, misdemeanors and crime. There is a desire to leave home, yet susceptibility to homesickness. There is a keen sense of humor, a tendency to practical joking, great sensitiveness to praise, censure, or ridicule.

There is now an increased tendency to rudimentary organizations, gangs and clubs, and great interest in competitive and co-operative games; also in the taking and giving of stumps. The circle of favorite games is narrowing, and sex differences become prominent. There is great admiration for physical prowess, hero worship, love of adventure, and love of hunting and camping.

Reasoning is strengthening. There is, on the whole, less liability to errors in reasoning. The memory is increased and the imagination is very active. The general reading interest is at its height. A genuine historic interest appears; also interest in drama. The collection interest gains in definiteness and permanency. There is great interest in nature and the training of animals. There is an increase in the regard for money and in trading. The puzzle interest involves mainly language and arithmetical puzzles. There is an increased interest in music and in rhythm.

The environment in this period, then should furnish opportunity for plays and games involving great physical activity and adapted to develop the large muscle areas, to continue the development of the finer motor adjustments, and to relate individual activity to a social group. These plays should develop the manly qualities,—courage, generosity, staying power, and social consciousness. The increased interest along the many lines mentioned above should be a means for supplying many varied activities tending to direct the attention and interests without rather than within, relieving the peculiar and often-morbid emotional tendencies at this time. The narrowing circle and increased intensity of interest make this a favorable time for fixing permanent interests in some line,—in athletics, nature, science, literature, music or art.

GEORGE ELLSWORTH JOHNSON.

The most interesting activities for children of the fifth period are an outdoor gymnasium (the boys with the aid of blacksmith and carpenter can provide apparatus for such gymnasium, if it is not possible to buy apparatus of regular manufacturers), running track, jumping standards, apparatus for vaulting, hurdles, 8-pound shot, baseball and football field, tennis court, bowling green, croquet sets, basketball court, skating rink, indoor gymnasium, swimming pool, home-made boats, rowboats, sailboats, guns, fishing tackle; workshop; mechanical and electrical toys; den or clubhouse; garden; pets; menagerie, vivarium, aquarium, nature collections; puppet theater; musical instruments; outfit of some sort for painting, modeling, carving, or burning; material for sewing, beadwork, or embroidery.

TRICKS.

Magic Tricks.

Boxes of magic tricks ranging in price from \$1.00 to \$3.00.
Conjuring tricks, box 25 cents.

Flag Between Handkerchiefs.

Two handkerchiefs, shown singly, are knotted together and either held by one in the audience or placed in an ordinary glass goblet; the performer now vanishes an American flag, and to the astonishment of every one the flag is found tied between the two handkerchiefs. One of the best of all handkerchief tricks and very mysterious. Price, \$2.50.

The Multiplying Corks.

An ingenious trick, constructed so cleverly as to defy detection. A small round box is shown to be empty and one of the spectators is

allowed to place three corks in it. The cover is put on and the box is handed to one of the spectators who, upon removing the cover, finds six corks in the box. Three of the corks are now made to vanish as mysteriously as they came. Price, 15 cents.

Fadeaway, or a Card That Goes to Nothing.

A new made mechanical card that becomes a vanishing card in the palm of the hand. No back-palming and the sleeves are rolled back to the elbows. This is apparently a wonderful piece of work and is, to a large extent, taking the place of the more difficult manipulating, palming act. Very easy to perform; requires no skill. Price, 25 cents.

Floating Coins.

A coin is placed in a full glass of water and made mysteriously to float; in the hands of anyone else it immediately sinks to the bottom. A very neat trick to carry in the pocket. Always ready—extremely pretty. Price, 25 cents.

Vanishing Coins.

A coin held in the palm of the hand is made to vanish when the hand is closed. Only one hand used. No practice required. A mysterious effect. Price, 25 cents.

The Coin Box.

An astonishing trick. The box causes a borrowed coin to vanish and re-appear most magically. Price, 15 cents.

Chinese Paper-tearing Trick.

A long strip of tissue paper, half an inch wide, is shown. The paper is then taken between the tips of the fingers and torn into small pieces; the hands and fingers being shown to contain nothing during the entire proceeding. The paper is now slowly transformed, before the eyes of the spectators, into its original condition, a long strip. Price, 75 cents.

HANDWORK.

Basket Weaving.

Set of materials for basket weaving, including flexible cardboard, rivets and braid, \$2.00.

Paper Flower Outfits.

These outfits contain petals, stamens, leaves, wire, and all necessary material for making Crepe and Tissue Paper Flowers. Among the flowers are poinsettia, carnation, chrysanthemum, rose, wistaria, fleur-de-lis, Easter Lily and daisy, varying in price from 25 cents for the daisy outfit to \$1.00 for the poinsettia.

Crepe Paper Rope Work.

Baskets are probably the most natural subject for rope work, for baskets are interesting to all and are a hobby with not a few. There are flower baskets, scrap baskets and trinket baskets. Candle shades and lamp shades can be made from this material, also jardinières and

flower pots. The shellac sheds water and so establishes their practicability.

Material for this work comes in hanks 36 feet long, in plain or combination colors, varying in price, according to size of rope, from 15 cents per hank for the $\frac{1}{8}$ inch to 50 cents per hank for the $\frac{1}{2}$ inch.

Prices for wire and adhesives, twine, gummed cloth tape, and mat stock, upon request.

The Bartholomew Mat Frame.

A scheme of knotting and tying with frame for making useful doilies, hot-dish mats, etc. Each, 25 cents. Soft knitting cotton to use with this frame, per ball, 5 cents.

Passe-Partout Outfits.

No. 1.—Picture framing outfit contains binding, paste and suspension rings. Size of box, $4\frac{5}{8} \times \frac{7}{8} \times 1$. Price per outfit, 25 cents.

No. 2.—Telescope Cover Box with Picture Top. Size, $10\frac{1}{2} \times \frac{7}{8} \times 1$. A desirable outfit for framing small or medium-sized pictures. Price, 50 cents.

No. 3.—Telescope Cover Box, partitioned and with picture top. Size, $11\frac{1}{2} \times 10$. Everything that is required and plenty of it is in this outfit. Price per outfit, \$1.00.

Binding, Mat-stock, hangers and creaser are sold separate from the outfit.

Favorite Stencil Outfit.

Contains one bottle Barclay varnish, one bottle permanent mixture, one small size stencil brush, one large size stencil brush, one stencil knife, one dozen thumb tacks, one improved Japanned tin palette, one double size oil tube each, blue, yellow, red, brown, one white wood board for cutting stencils, one piece material for practice, two cut stencils, three sheets stencil board, and book of instructions. Packed in leatherette box, each \$2.00.

How to Draw a Bungalow.

A series of plates. Size, 9×12 , presenting the complete idea of how a house is drawn and built. Portfolio, price, each 50 cents.

Easy Sign Marker.

By means of this equipment a neat and painstaking boy should find not only considerable diversion, but possibly a means for a little money-making. With this outfit he should be able to print neatly, special single signs for tradesmen at far less than the printer's price. In any event, he would find it an excellent training in accuracy and good workmanship. Prices vary according to size of outfit, from \$1.00 to \$3.00, but we recommend as within the worker's power a set of moderate size type, as it is difficult with rubber stamps to gain an even impression where the type is too large.

Typewriting.

We do not advocate the use of typewriters which are so much of a toy that they are worked on a different principle from the regulation typewriter, obliging the learner to unlearn when he encounters

a standard machine. There are, however, on the market several excellent portable typewriters ranging in price from \$15.00 to \$50.00, and we feel that their use will prove far more educational to a beginner than the toy apparatus now on the market.

SCIENTIFIC.

Edison Home Kinetoscopes.

The Edison Home Kinetoscope is a combined motion picture machine and kinetoscope, making possible moving picture exhibitions in the home parlor. Light may be furnished by a small acetylene generator or by a Nernst lamp. Both of these have been perfected by Mr. Edison for this machine. Small rolls of films are used. These films may be exchanged for other pictures of the same class, and the exchanges kept up indefinitely.

Acetylene lighting equipment, \$65 to \$70.

Nernst lamplighting equipment, \$65 to \$70.

Baby arc lighting equipment for direct current, \$72 to \$77.

Baby arc lighting equipment for alternating current, \$83 to \$88.

Radioptican—Post Card Picture Machine.

Accepts without any preparation the ordinary souvenir postcards, clippings or illustrations from books and reflects them upon a screen (bed sheet) greatly enlarged, faithfully reproducing the natural colors. Price, \$2.50 to \$25.00. Mirrorscope for gas or electricity, \$1.00 to \$20.00.

Tuck's Travelogues.

A list of subjects in sets, depicting interesting places and scenes throughout the entire world. Copies of famous paintings of old masters, religious subjects, etc. Their lifelike colors make them especially desirable for those who have picture projectors. Six cards in packet. Price, 15 cents.

Stereoscopes and Stereographs.

The stereoscope is a well-known optical device, but it is only recently that its educational possibilities have become realized. As is well known, places seen by means of the two lenses of a stereoscope, give the sense of solidity, depth and space. The roundness of contour and the effect of perspective and the sense of life-size make a deep impression upon young people. Recently one publisher of stereographs has developed the invention of a key-map system which not only gives the beholder of a scene the exact location of his viewpoint, but also orients him so that he is conscious both of the direction in which he is looking and of the field of vision. Valuable collections of travel, geography and biography are now available, accompanied by guide-books prepared by good authorities. Stereoscopes cost from 75 to 90 cents each, and the stereographic views are two dollars a dozen.

The Percy Pierce Flyer.

The Percy Pierce Flyer is a successful aero model, size No. 1 flying from 200 to 300 feet. Made up and packed in box with direc-

tions, costs \$2.50; the parts complete with drawings, cost \$1.25; the drawings alone, 15 cents.

Flyer No. 2 flies 700 to 900 feet, made up and packed in box with winder, price \$5.00; the parts complete, \$2.50; drawings, 20 cents.

With the parts so accurately drafted, it becomes most interesting to the American boy to construct his own aeroplane on these models.

Washington School Collections of Minerals.

The name Washington Collections has been adopted because they were first introduced in that city, Supt. Powell having offered the first 60 sets made for the schools of Washington. In this way, Prof. Powell and other teachers, as well as members of the United States Geological Survey and National Museum, have been consulted, and have aided in the preparation of these collections to the end that they should not only be lower in price than anything heretofore attempted, but should, at the same time, be the best possible for school children. There are four collections in all, varying in price from \$2.00 to \$4.00 *each*, containing 40 different minerals and rocks, together with textbook. The fourth collection is of especial interest, as it contains 24 typical representatives of the principal groups of Invertebrate Animals—Foraminifera, Sponges, Corals, Worms, Starfish and Sea Urchins, Shells, Crustaceans and Insects. Any one of these would prove an inspiration to the young collector.

The Chautauqua Desk.

A combination desk and blackboard, with a roller above in which is printed a variety of interesting and stimulating things; copies for writing, models to draw, charts of birds, collections of facts, furnished with a guide book, \$4.75.

GAMES.

Major League Baseball Game.

In the Major League Baseball (board) Game, 240 American and National League ballplayers participate. Choice of 6 pitchers and 2 catchers included with each of the 16 clubs. A regular field with 18 players in position (real men). Players play in all positions on the field, and go to bat from the benches in regular batting order. Every play, every detail, as true as the real game between any two major league clubs on the field. Plays all 16 clubs in their regular batting order. Price, \$3.50.

The Wizard Baseball Game Board.

On the Wizard the ball is pitched, batted and fielded the same as on the diamond, which makes it an excellent scientific game. A fast or slow ball, with in or out curve, can be pitched on this board, and the ball must be batted and fielded the same as on the diamond. For these reasons, it is the nearest to the outdoor national game of all parlor games on this subject.

GUIDE POSTS TO THE KINGDOM OF CHILDHOOD

THE LOVELINESS OF CHILDREN

There is nothing in all the world so important as children, nothing so interesting. If ever you wish to go in for some form of philanthropy, if ever you wish to be of real use in the world, do something for children. If ever you yearn to be wise, study children. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race salvation, it will be because a little child has led.—*David Starr Jordan.*

A little girl-child! The very idea is the most exquisite of poems! A child-daughter—wherein it seems to me that the spirit of all dews and flowers and springs and tender sweet wonders strikes its being into bounds.—*Sydney Dobell.*

Then He took of the sun a golden beam,
And He took the carol the red-breast sings;
The ripple He took of a clear, cool stream,
And the shining down from a ringdove's wings;
And a rose and a lily He took, and smiled
As He mixed them up and He made a child.

—*R. C. Lehmann.*

All mothers are rich when they love their children. There are no poor mothers, no ugly ones, no old ones. Their love is always the most beautiful of the Joys. And when they seem most sad, it needs but a kiss which they receive or give to turn all their tears into stars in the depths of their eyes.—*Maeterlinck.*

In life various natures draw from the same objects and experiences different lessons. As an instance, in the case of children, the more brutal types of men see in them but restraints and hindrances to their pleasures. A higher type views in the same child a perpetuation of himself, at which he feels selfish satisfaction. Its playfulness also affords him much pleasure, and he receives a certain communication of its innocence. But the wise man sees how truly he needs the child—how it likewise has need of him; how they may mutually minister to each other and the common good. And in the little helpless body he discerns the germs of all that is greatest and noblest in human kind. He sees the angel in embryo, and even the whole of God's universe in epitome.—*Marie Wardall.*

A child is a flower plucked from the gardens of God, transplanted into the soil of humanity, and left to be watered and cared for by man. It flourishes best in the sunshine of love and has need to be watered with the tears of tenderest sympathy and cultivated by a kind solicitude that wearies not.

Those who have these God-flowers to care for have great honor, because of the nobleness of the work their hands have been given to do. When the gardener plucks, may the flower be ready.—*Everett McNeil.*

THE DUTIES AND PRIVILEGES OF PARENTHOOD

Drouths and deluges may destroy our growing crops, disease and degeneration may play havoc among our cattle on a thousand hills and our treasured porkers in the alfalfa fields; yea, our boasted domestic hen may even occasionally cease her productive labors—all these calamities might conceivably come upon us each in its turn, and yet our glory not be dimmed; provided only, that our growing boys and girls be so trained and safeguarded in the home, so educated and disciplined in the school, the church and the other institutions of the country, that they will develop into well-rounded, magnificent specimens of manhood and womanhood.—*William A. McKeever.*

Fundamentally the questions of love and confidence between parents and children underlie the whole social system—not only underlie, but are. Our civic life in the long run will rise or sink as the average family is a success or a failure. All questions of social life will solve themselves if the children are brought up to be the highest they are capable of being, if our social and family relations are as they should be; if not, no material prosperity, no progress in literature, art, success in business, or victory in war will make up for it to the nation.—*Theodore Roosevelt.*

There is always time to do the things which ought to be done and surely there is nothing which imposes stronger obligations than our duties to our children.—*John D. Morris.*

It is a sad fact that there is but a small per cent. of very fine work of any sort in the world. It is a sadder fact that only a few human beings are made into fine products. It is the saddest of facts that immeasurable volumes of splendid human materials are forever being wasted. . . . It is not an easy business—it is hard work to train and discipline children. To control them completely is a long and hard business, but there is no task in the world that requires more self-discipline, more sacrifice of unlovely selfishness. On the other hand, there are no tasks which have such compensations and offer such supreme rewards.—*C. S. Maddocks.*

There is always a supply of food in the pantry, of clothes in the closets, of remedies in the medical chest, and of other things necessary to the physical comfort and well-being, but there needs to be, as well, a supply of mental food and stimulus, if the child's mind is to have the power of occupying his hands in a way to keep him normally happy and good. The time is coming when mothers will no more fail to supply the cry of "What can I do?" than they now fail to satisfy that other cry, "Mother, I am hungry!"—*Katherine Beebe.*

It will be a great day for us all when the idea clearly dawns upon more mothers than is now the case that children are not, as a rule, obedient, unselfish and well behaved by accident. Women will then say to the mother of the well-behaved child, not "How fortunate you are!" but "How did you do it." We do not often see really well-trained and obedient children in these days, great is the pity. But when we do we may always be certain that somebody has been very thoughtful and very busy.—*Edward Bok.*

It is not what the community expects of a father that is so alarming; it is what his own child expects of him that frightens him. It is the unexpected way in which young children deify their fathers which startles most men into their senses. When a man hears his babe say his prayers to himself, or notes his implicit confidence that he himself is quite omnipotent, it makes him uneasy. No one ever told him that he was to become God to another soul, some day. He recalls that God has no bad habits and no blue Mondays. This gives him much food for thought.—*William Byron Forbush.*

The first duty of a people is to take care of the children.

"What are you doing to train fitly the human beings under twenty-one?"

Beside that question all other questions of politics and economics are almost piffle.

Run the tariff up, or run the tariff down, have a gold or silver basis of currency, build your Panama Canal or let it silt up, construct three dreadnoughts a year or send all the battleships to the scrap heap, elect Taft, Wilson, Roosevelt, or Mrs. Catt, president; it all makes little difference in the end; we can adjust ourselves to anything—these are questions that hit upon the ridge-pole of national prosperity. But the care of the children, that is a question that sits at the hearth-stone of the nation's existence.

The United States of America has done more toward education than any other nation in history, yet all we have done is pitifully little.

Socialists, Progressives, Republicans, Democrats, stand to one side! For there is but one Great Issue in the twentieth century.

It is for every child to have the privilege of being equipped for life.—*Frank Crane.*

No mother can have too much knowledge or spiritual strength. The task is bigger than any woman the world has yet developed. The greatest mothers have had a deep sense of humility.

The world has not yet developed the ideal home life and environment. No one knows the full beauty and strength of the life reared from infancy among, as Ruskin has said, "bright fancies, satisfied memories, noble histories, faithful sayings, treasure houses of precious and restful thoughts which cannot disturb, nor pain, nor make gloomy, nor permit a sense of poverty to take away."

No child has yet been given the best environment and opportunities. Until we have *one* such home, no parent has the right to boast. It behooves us all to improve every opportunity to advance the standards of home life and citizenship. Never was this more true than *to-day* when the complexities of modern commercial and social life are shaking the very foundations of the home and State.—*John D. Morris.*

The great and overshadowing peril of the boy's life is not, as many suppose, his bad companions or his bad books or his bad habits; it is the peril of homelessness. I do not mean merely homelessness,—the having no bed or room which can be called one's own,—but that homelessness which may exist even in luxurious houses,—the isolation of the boy's soul; the lack of any one to listen to him; the loss of roots to hold him to his place and make him grow. This is what drives the boy into the arms of evil, and makes the street his home and the gang his family; or else drives him in upon himself, into uncommunicated imaginings and feverish desires. It is the modern story of the man whose house was empty, and precisely because it was empty there entered seven devils to keep him company. If there is one thing that a boy cannot bear, it is himself. He is by nature a gregarious animal, and if the group which nature gives him is denied, then he gives himself to any group which may solicit him. A boy, like all things in nature, abhors a vacuum; and if his home is a vacuum of lovelessness and homelessness, then he abhors his home.—*Professor Francis G. Peabody.*

THE NEED OF PREPARATION

It does not require much knowledge to "raise" children, provided they are to be *raised* as cattle or cabbages, but a very great deal of knowledge, understanding and care is required for developing children out of the meagre and common place ordinary type into men and women having a broad outlook and uplook.—*Judge Ben B. Lindsey.*

Why is it that, since parenthood is the business at which most of us spend three-fourths of our time, the State should allow it to be taught only to spinster school teachers? This at least explains why, when they do marry, they make the best mothers. Training tells.—*Wm. Byron Forbush.*

If the children of the world could be well-born and well-trained for a single generation, our civilization would take an immense stride forward. We can hope to have them well-born and well-trained only when we understand the laws which govern their development.—*Earl Barnes.*

The really great people of the world have been the teachable people. An eagerness to learn is one of the marks of wisdom. Those who flout at instruction and refuse to avail themselves of the ideas and knowledge of others are like people who would try to keep on discovering some important fact that has already been given to the world. They are wasting time and effort and really lingering far behind those who accept the advantages which the students and experimenters are giving their fellows.—*John D. Morris.*

There is that scattereth and yet increaseth, and there is a withholding more than is meet and it tendeth to poverty.—*The Book of Proverbs.*

GUIDE POSTS TO HOME TRAINING

The higher education is a finish, but the highest education is a start.—*The Country Contributor.*

Truly speaking, it is not instruction but provocation that I can receive from another soul.—*R. W. Emerson.*

The mischief in a boy is the entire basis of his education. The boy could be made into a man out of the parts of him that his parents and teachers are trying to throw away.—*Gerald Stanley Lee.*

A child's first passion inclines toward friendship. Why should not a parent accept the position of a loyal and sympathetic friend. Who understands child nature and, therefore, will bring out the best there is in the boy or girl?—*Anon.*

One of the best definitions of education, is to teach us to delight in what we should.—*G. Stanley Hall.*

The ideal of the child is the prophet of its destiny.—*Rev. Jos. E. Krauskoph.*

The way to make a boy's conscience braver is to reinforce it with a commission.—*George A. Coe.*

All animal life is sensitive to environment, but of all living things the child is the most sensitive. A child absorbs environment.—*Luther Burbank.*

The moral life of children hinges upon the subtle influences of daily living. The good cheer, the unselfishness, and the general moral tone of the home and the school slowly and certainly build up the moral fiber of childhood. The child's standards of right and wrong are not formed to-morrow, but yesterday and to-day, out of the joys, sorrows, duties, sacrifices, and companionships of daily living.—*Arnold L. and Beatrice C. Gesell.*

The child is a unit. Body, mind and spirit should be developed simultaneously. Growth should be unconscious and natural. It should be joyous and continuous, unhampered by striving for marks and promotions, unspoiled by the idea of superior merit, unembittered by the sense of failure.—*Anon.*

Genius and success in life depend largely upon retaining the boyish quality of enthusiastic abandon to one's cause, the hearty release of one's entire energy in a given pursuit, and the conviction that the world is ever new and all things possible. The thing in men that defies failure is the original boy, and "no man is really a man who has lost out of him all the boy."—*Allan Hoben.*

If we can crowd the first seven years of a child's life with joy; if we can, in addition to teaching him the few moral lessons it is well for him to know, make him a hero worshiper; if we can develop a desire for physical strength and perfection, and for accomplishment of any piece of work undertaken; if we have taught him that both human and animal life are to be loved and their rights respected; then we shall have given him such a groundwork that, no matter what his subsequent environment, he will have something within him that will serve him well and faithfully and guide him in the years to come.—*Katherine Birdsall.*

It is a great duty of ours to clear ourselves of conventionalism, to forget that we are grown up and to hearken patiently until we find out what our child means and is trying so patiently to say. That is the right attitude of parenthood, the attitude of listening.—*William Byron Forbush.*

Every act of the young child is a plea to its parent to one end. It makes us say: Why does he do this? What is he crying about? What makes him happy? It is all one continuous appeal: "Please try to understand me; please put yourself in my place." And in so far as the instinct of motherhood and the instinct of fatherhood answer this cry do parents become good and generally wise. What they do, or fumble in trying to do, they may after a while realize can be expressed only by a very sacred word—incarnation. The secret of a great parenthood is the habit of incarnation. There is practically nothing else that we have to do.—*William Byron Forbush.*

So, in the matter of literature for the young, the influence of the home teaching is enormous. All the school can do pales before it. Let the mother add to the poetic rhyme the music of her soft and beloved voice, let great fiction be read to the breathless group of curly-heads above the fire, and the wonders of science be unrolled, the thrilling scenes and splendid personalities of history displayed. Children thus inspired may be trusted to become sensitive to literature long before they know what the word means or have reasoned at all upon their mental experiences.—*Richard Burton.*

What a splendid service could be rendered to the many anxious and earnest parents, who for lack of instruction and intelligent guidance, are blundering in child rearing, if a committee of trained experts would simply gather the facts regarding the rearing of children. Methods of a thousand so-called successful

parents and an equal number of unsuccessful ones could be summarized and interpreted. Such is the method whereby we have increased the yield of wheat, and such is the method whereby we may better the quality of children.—*William A. McKeever.*

THE ETERNAL COMPANIONSHIP

And when, immortal mortal, droops your head,
And you, the child of breathless song, are dead;
Then, as you search with unaccustomed glance
The ranks of Paradise for my countenance,
Turn not your head along the Uranian sod
Among the bearded counsellors of God;
But if in Eden as on earth are we,
I sure shall keep a younger company:
Pass where beneath their ranged gonfalons
The starry cohorts shake their shielded suns,
The dreadful mass of their enridgéd spears;
Pass where majestic the eternal peers,
The stately choice of the great Saintdom, meet—
A silvern segregation, globed complete
In sandalled shadow of the Triune feet;
Pass by where wait, young poet wayfarer,
Your cousined clusters, emulous to share
With you the roseal lightnings burning 'mid their hair;
Pass the crystalline sea, the Lampads seven—
Look for me in the nurseries of Heaven.

—*Francis Thompson.*

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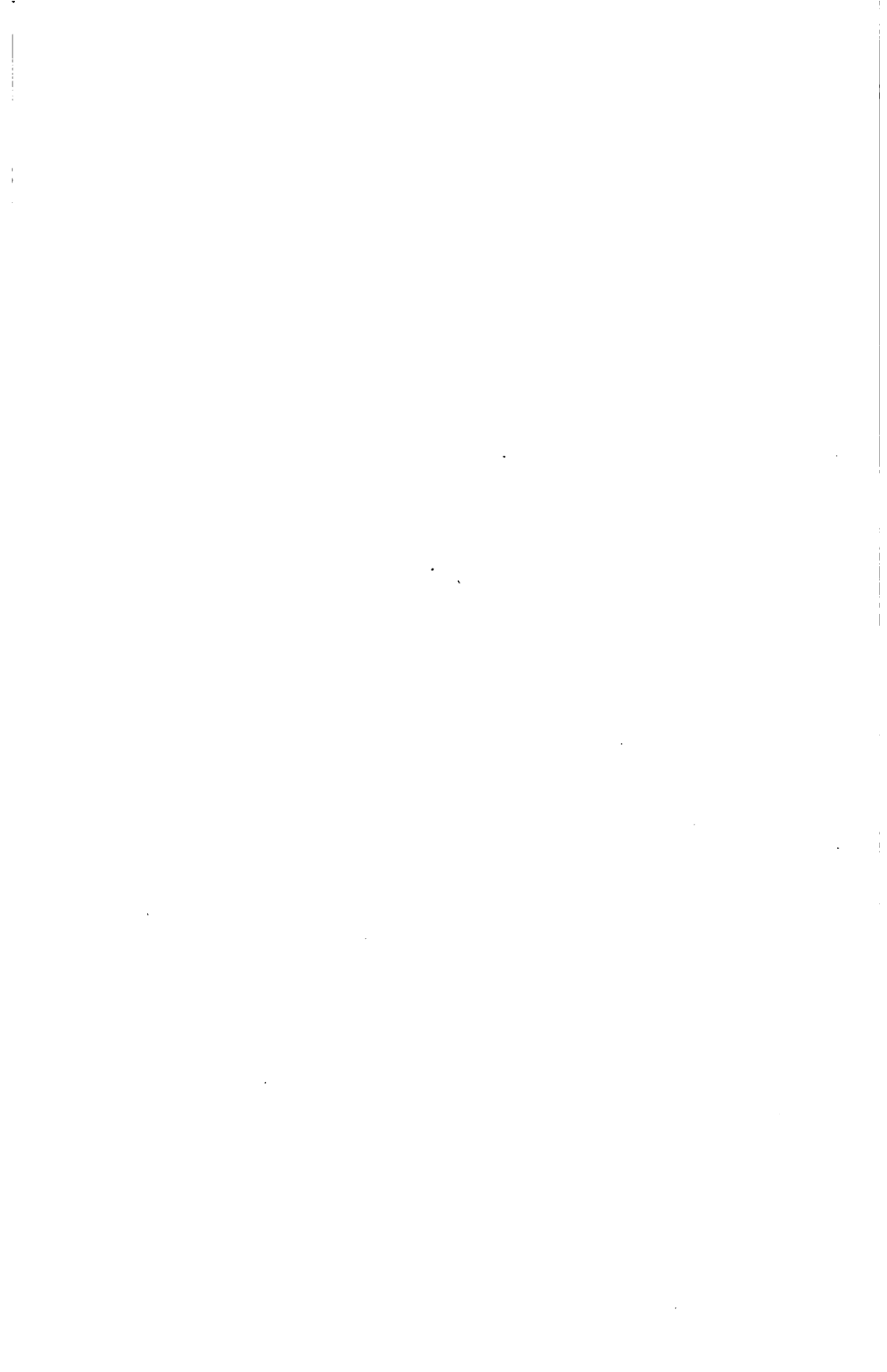
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